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Celia Bradley  
*St. Catherine University*

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# Decreasing Off-Task Behaviors in an Elementary Classroom

Action Research Report  
By Celia Bradley

# Decreasing Off-Task Behaviors in an Elementary Classroom

By Celia Bradley

Submitted on May 6, 2014

In fulfillment of final requirements for the MAED degree  
St Catherine University  
St. Paul, Minnesota

Advisor \_\_\_\_\_

Date \_\_\_\_\_

## Abstract

The purpose of the research was to find which interventions (cognitive, humanistic, behavioral, social) are most effective in decreasing off-task behaviors in an elementary classroom. The research project took place in an upper elementary classroom. The class consists of sixteen fourth through sixth grade Montessori students in a public school setting. Fifty percent of these students are new to Montessori education. Twenty-five percent of the class is special needs students. The four sources of data used in this research included observation forms, self-assessment forms, a story-evaluation form, and class revision of community rules. The results showed a decrease in off-task behaviors and an increase in on-task learning. The conclusion of this research reveals that the most successful intervention is the behavioral learning theory. Students improve the most when given direct responsibility for becoming aware of and changing their own off-task behaviors. They are able to transfer this knowledge into supporting their community's on-task learning.

When observing in my classroom, I see a need for students to learn how to use freedom responsibly within their learning environment. Regular and consistent observations reveal patterns of behavior that are negatively affecting students' ability to learn. Students seem to be disengaged in work and distracting others who are trying to learn. Students are wandering around interrupting work, visiting socially instead of collaborating on learning projects together, and looking busy without engaging in meaningful work. Students who want to learn complain that the amount of distractions is making it hard for them to concentrate.

This observed behavior may be the result of students' lack of experience and knowledge in self-discipline when given freedom to move, choose work, and collaborate. They are used to either being told what to do in a traditional classroom, or having full freedom to do what they feel like doing in their previous classroom. The purpose of this action research project is to decrease distractions and increase learning for all students. Guiding student behavior within the learning environment is an important part of classroom management. Students need to learn how to use their freedom responsibly in order to be successful independent students in a Montessori classroom.

The class consists of sixteen upper elementary Montessori students in a public school setting. As a result of being a public school, more than 50% of students are new to Montessori education. The rest of the students have moved up from a lower elementary Montessori class. These students had more freedom than my other students did to pursue both learning and non-learning activities. 25% of my class consists of special needs students.

Background research shows the importance of guiding student behavior within the learning environment as a necessary part of classroom management, especially through

prevention and intervention of misbehavior (Garrett, 2008). Research shows four proven theories for guiding student behavior: behavioral, cognitive, social, and humanistic.

Social learning theory is learning through another's example. This is usually done through student observation of another student or teacher. In Grusec's (1992) article on social learning theory, the teacher chooses a student who uses the correct behavior in staying on-task and using self-control. This student becomes a peer mentor to the student who needs to learn these skills through observation. This peer mentoring is just as powerful as direct instruction. Schoen (1989, p. 26-29) shares a similar outcome of teaching children with special needs through peer mentoring and observation in an action research project.

Cognitive learning theory uses mental thinking in solving problems, reasoning through a process, and using and being aware of internal dialogue to make progress. Schoen's (2004) action research shows when new knowledge is learned and changes previous knowledge, changes in behavior become possible. Students reflect on their actions and use rational thinking to find where changes are needed; create possible solutions, and then select the most beneficial course of action. A study of student achievement in city schools conducted by Freiberg, Huzinee, and Templeton (2009) demonstrated the importance of preventing behavioral issues through having a well-thought-out plan ahead of time, and then using this plan with consistency and student cooperation. Schoen's (2004) action research project explains how a five-step problem solving approach can be used through social learning stories and refining classroom rules.

Behavioral learning theory involves being aware of self and monitoring self-behavior while moving toward an established goal. Students learn through reinforcements based on individual needs and interests. Marzano & Pickering (2003) explain how teachers guide students through controlling their off-task behaviors using self-monitoring strategies. The teacher

observes and records examples of off-task behaviors first that include the date, context, specific behavior, student response to the teacher's actions, and impact on the student and class. Students must understand the goal is to help them become successful learners before a strategy is put into practice. When creating a strategy, the teacher uses the notes from earlier observations to create a self-monitoring checklist with the student during an interview process.

Humanistic learning theory is based on human values. Johnson (1999) describes these values as responsibility, empathy, consideration, cooperation, respect, honesty, and individuality in personal needs, interests, and preferences. Schoen's (2004) action research discusses the opportunity of using learning stories in literature for providing context in practicing problem solving and values as a whole class learning experience. Peers encourage each other as they focus on learning to use important human values together.

After completing the review of the literature, I chose to research which interventions are most effective in decreasing off-task behaviors in an upper elementary classroom. The research shows how each of these four learning theories should decrease students' off-task behaviors. By combining all four theories in this research project, I hope to be able to compare which theory is most successful for my students. I will use the cognitive learning theory in working with the class to refine their classroom rules. Humanistic learning theory will be accessed through reading literature to teach values to the whole class. For behavioral learning theory, I plan to use observation to find what is causing distractions, student reactions, and results of those reactions. Student will create a self-management checklist that uses a number scale for monitoring progress. Social learning theory interventions will involve peer mentoring. Students who show the ability to stay on-task and use self-control will be paired with students needing to learn these skills. My research will be conducted within the students' upper elementary classroom.

### Description of Research Process

My data collection procedures were done using the following methods: (1) observation forms for developing a beginning measurement of off-task and on-task behaviors, (2) developmental asset stories, (3) self-evaluations, (4) observation forms during peer mentoring, and (5) student revisions of their classroom rules. I used this chronological order in the research process, so that each procedure would build on the previous one. The developmental asset stories provided students with real life models and examples of on-task behaviors. Self-assessments were created so students would build an awareness of their own off-task and on-task behaviors in their learning. I felt they would be ready for peer mentoring after they had practiced becoming self-aware through self-assessments. My hope was to have them move from self-work, to peer work, ending in community work as they refined their classroom rules together.

Each of these data sources included four behavioral goals for decreasing off-task behaviors and increasing on-task learning: (1) engaging in work rather than just looking busy, (2) choosing work instead of wandering, (3) purposeful collaborating instead of distracting with non-learning talk or activity, (4) using materials with order and care. I decided to include all students in each of the strategies in order to build a stronger sense of inclusiveness and to build our Montessori community.

Observation forms were gathered for two weeks as a beginning measurement of students' off-task behaviors and on-task learning (see Appendix A). I continued to use my observation forms throughout the entire research project with behaviors being tracked at the beginning and the end of each strategy to measure the amount of change in students' off-task behavior and increase in on-task learning. Observations were done three times each day for fifteen minutes: 9:30, 10:30, and 11:30 a.m. Tally marks were used for each of the four categories with: (1) only



off-task behaviors marked, (2) both off-task and on-task behaviors marked, and (3) only on-task behaviors marked. At the end of the day, each of the four categories was added up for each student's daily total. At the end of the week, I calculated each student's weekly average score.

Before beginning the humanistic strategy through developmental asset (DA) stories, I used the previous observation forms as a beginning reference point to track student off-task behavior and on-task behaviors. The DA stories addressed the same categories as the observation forms. Behaviors listed on the observation forms and in the DA stories were (1) engaging in work: "Loving to Learn: Learning Engagement", (2) choosing work: "Doing and Being Your Best: High Expectations", (3) purposeful collaboration: "Making Choices and Making Friends: Planning and Decision Making", (4) uses materials with order: "Knowing and Doing What is Right: Responsibility". Before reading these stories, I gave students an evaluation form, Understanding Developmental Assets (see Appendix B). This evaluation form consisted of the same four on-task behaviors covered in the DA stories. Students were asked to define the on-task behavior and explain how each on-task behavior benefited their learning. These stories were read over a one-week period. Afterwards, students were again given the same evaluation form to complete. Students were given one point for each correct answer, and zero points for incorrect answers.

For the behavioral strategy, students were asked to create their own self-evaluation forms using the same four on-task behaviors they had learned from the DA stories, as well as the opposite off-task behaviors (see Appendix C). Students evaluated themselves at the end of each day for a week. They gave themselves a (1) off task behavior only, (2) both off-task and on-task behaviors, or (3) only on-task learning behavior. The self-evaluation form included an area for me to add my scores based on my observation scores of that day. When my score was different

from their score, I averaged the two scores together for the final score. At the end of the day, each of the four categories was added up for the student's daily total. Students set a group goal to reach at the end of the week. I posted their group score on the board each day, so they could view their collective progress. During this time, I observed students reminding and encouraging each other.

For the social strategy, students were paired with a peer mentor for one week. To form the most effective pairings, I used the observation forms from the first two weeks of measuring off-task and on-task behaviors. Students with the most off-task behaviors were paired with students having the most on-task behaviors. I also considered pre-established relationships within the classroom and paired students accordingly. Peer mentoring occurred during our three-hour morning work period only. Observations were taken during this three-hour work period. I asked students to come and talk with me privately if they found that this experience was interfering with their learning.

For the cognitive strategy, I asked students to come together as a community and refine their classroom rules based on the four on-task learning behaviors they were mastering. This work was broken down into a five-step problem solving approach over a one-week period. (1) Recognize there is a problem. Students will review their previous classroom rules: students are respectful, and here to learn. I will ask students to explain how well these rules were working for them before we began our action research project, so they discover that we do have a problem. (2) Define the problem. Students will review why they agreed to make these rules and discuss why they did not work well. I will give them the definition of a rule as a clearly defined action of acceptable behavior. I will also explain that rules have natural consequences. We will review how their learning and respect have improved through practicing the four on-task behaviors in

our research project. (3) Students will create solutions through clearly defined rules and consequences that include the four on-task behaviors. (4) They will evaluate their solutions for clarity and natural consequences. (5) They will create a plan of action that includes a student made contract in the form of a poster (see Appendix D). All members of the community will sign this contract to show our agreement of support in our responsibility to each other and ourselves.

#### Analysis of Data

I analyzed the data that I collected from the two-week pre-observation forms to ensure an accurate starting measurement of off-task and on-task behaviors. Comparisons were made before and after each data source in order to measure which strategy had the greatest change in behavioral improvements. Each data source was carried out over a one-week period. I began this data analysis by studying the results of the observation forms over a two-week period. The starting class average in the four on-task behaviors was 41%. These on-task behaviors were as follows: (1) engaging in work, (2) choosing work, (3) purposeful collaboration, (4) uses materials with order.

Humanistic learning theory was applied through reading literature stories on human values that were presented as developmental assets. These stories modeled to students how to apply developmental assets to their learning behavior in the classroom. Before starting this work, students were given an evaluation form on the developmental assets to measure their understanding of these assets and how to apply them. Students answered 25% of questions correctly. After stories were read for a week, students were given the evaluation sheet again. This time 75% of the answers showed understanding of these assets, including how to apply them. The one question they answered incorrectly was about collaboration. If I had chosen vocabulary that they knew, they may have answered all of the questions correctly. Even though they are not familiar with this word, I observed them understanding this concept.

Observation forms were analyzed and compared between the beginning of the week (41%) and the end of the week (56%). There was a 15% improvement in students' on-task behaviors.

The behavioral learning theory was applied through students creating their own self-evaluation forms using the same four on-task behaviors they learned from developmental asset stories, as well as the opposite off-task behaviors. Students became more aware of their own on-task and off-task behaviors during this week of self-evaluations. I noticed students reminding and encouraging each other to use on-task behaviors. Self-evaluations scores were measured at the end of each day and posted on the board for students to see their own progress. This created cooperation and synergy amongst the students. Their class goal was to reach 75% of students using on-task behaviors. The table below was written on our class whiteboard and represents students' results on behavior theory/self-evaluations of on-task behavior for this week (See Appendix C for self-evaluation form).

Table 1.

#### On-Task Behaviors for the Week

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| 50%    | 55%     | 62%       | 70%      | 73%    |

Note: Four on-task behaviors, behaviors had a range of 1 (off-task), 2 (both off-task and on-task), or 3 (on-task). Maximum points per day per student = 12.

Observation forms were compared between the beginning of the week (56% on-task behavior) and the end of the week (73% on-task behavior). There was a 17% improvement of on-task behaviors.

Social learning theory was applied through peer mentorships. To form the most effective pairings, I used the observation forms from the first two weeks of measuring off-task and on-task behaviors. Students with the most off-task behaviors were paired with students having the most on-task behaviors. Observations were taken during our three-hour work period. I noticed that this peer mentoring process worked at the beginning of the week, but was no longer effective by the end of the week. Students asked if they had to stay with their mentor partner, or if they could go to their mentor partner only when they needed help. Students moved around and naturally chose different work partners throughout the morning instead of remaining with their peer mentor. Observations were again compared between the beginning of the week and the end of the week. This time the on-task behaviors measured (73% on-task behavior at the beginning of the week) and (82% at the end of the week), a difference of 9%.

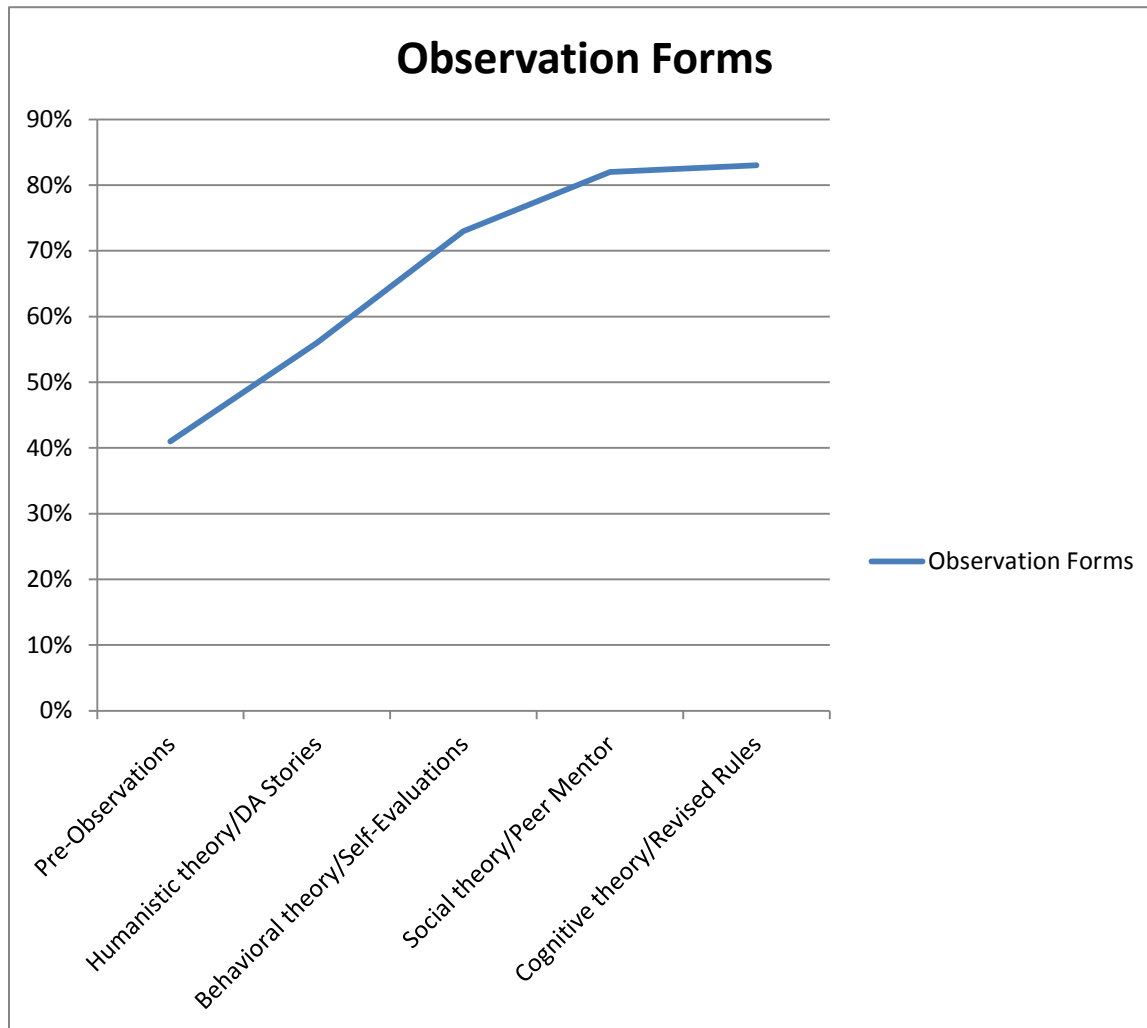
Cognitive learning theory was applied through students refining classroom rules based on the four on-task behaviors they have been applying. Students analyzed how their on-task behaviors affected their learning. Then they compared their previous rules with their on-task behavioral needs for learning. Students became aware of the need to revise their class rules using a five-step problem solving approach. This was a challenging process because students needed to slow down and listen to each other's input as they worked on solutions and then select the most appropriate solution.

The students decided to create new rules using the same four on-task behaviors that they had been practicing on their self-assessment because they felt those behaviors had improved their learning. They came to the realization that their previous rules had no consequences, so they came up with a list of logical consequences under each rule. There were several volunteers for the creation of the actual contract, which became a class poster. Previous rules consisted of (1)

Students will be respectful. 2) Students are here to learn. Their new rules were as follows: 1) I use materials with care. 2) I am working instead of looking busy. 3) I am talking about my work. 4) I choose my work instead of wandering. I noticed that they had written only part of rule three, but I did not say anything because I wanted this to be their work. The on-task behavior that this rule originated from is "My conversation is on my work. I am not distracting others." The sixth year students asked the rest of the class, including me to show our commitment to these rules by signing their contract. After all community members had signed the contract, they posted it at the front of the room. I have observed students taking each other to view the contract and choosing a logical consequence whenever the contract is broken. After observations were compared between the beginning of the week (82%) and after the week (83%), the improvement in on-task behavior was 1%. See Appendix D for a picture of student created rules before my research project, and a picture of students' revised rules resulting from this research.

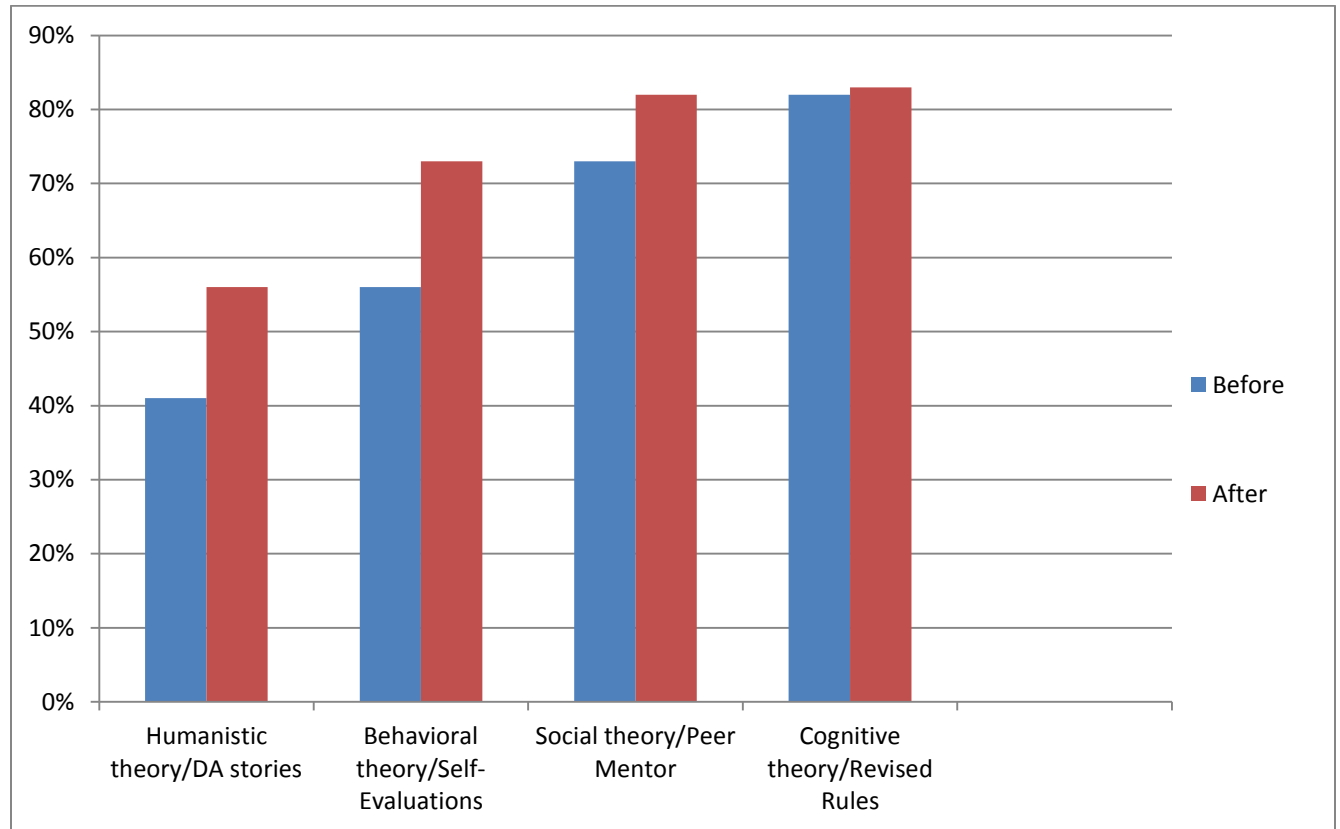
Behavioral learning theory produced the largest improvement in increased on-task behaviors. Students enjoyed the self-evaluation process and even asked to continue the process for an additional week. Behavioral learning theory involves being aware of self and monitoring self-behavior with the aim of moving towards an established goal. Marzano & Pickering (2003) explain how teachers guide students through controlling their off-task behavior using self-monitoring strategies. The teacher observes and records examples of off-task behaviors first that include the date, context, specific behavior, and student response to the teacher's actions. When creating a strategy, the teacher uses notes from earlier observations to help the student create a self-evaluation. See Table 1 for data on behavioral learning theory/self-evaluation results.

Results show that students improved 42% in decreasing off-task behaviors and increasing on-task behaviors over a four-week period.



Taking students through this process did help them recognize and increase their own motivation to improve their on-task behaviors. Students learned through reinforcements based on their individual needs and interests. They came to the realization they needed to be able to focus on their work and found that distractions from themselves and others were affecting their ability to learn. I observed their reactions when students did not put materials away properly and they were unable to use these materials because they were missing or dirty. Their self-evaluation scores closely matched my own observation scores, which showed a high level of self-awareness

and honesty. We all noticed how the class became quieter as students became more focused. They were the most motivated and engaged during the behavioral self-assessment process.



Humanistic behavioral theory had the second highest increase in on-task behaviors. 41% of students were using on-task behaviors at the beginning of this data collection. The developmental asset stories presented the first opportunity for introducing the four on-task behaviors, which likely affected the high percentage of increased on-task behaviors. All of the students commented that they did not like these stories because they found them boring. The point of engagement happened after these stories were read. Each story ended with a class discussions on how to apply these assets in class. Student participation and appreciation of each other's ideas helped students internalize these assets.



Social behavioral theory, using peer mentoring was the third most effective strategy in student's increasing on-task behaviors. Grusec's (1992) and Schoen's (1989, p. 26-29) research both show that peer mentoring is just as powerful as direct instruction. After carefully pairing students who needed the most correct modeling of on-task behaviors with students who were the strongest in modeling these behaviors, I noticed that peer mentors stayed together for their first morning work only. Students moved to a new work partner after each succeeding work, so peer mentoring worked in a very limited manner. Students needing mentoring did verbalize an appreciation of being able to have a peer mentor if they needed one. I observed these students occasionally going to their peer mentor for help in academic work. As a result, they moved forward academically more than behaviorally.

Cognitive behavioral theory had the lowest percentage increase. Students were very engaged during their revision of their classroom rules. This outcome was probably the result of students already practicing on-task behaviors successfully on an individual basis first. These revised rules were a positive step in ensuring that the students continued to think cooperatively and respectfully with in their learning community. I saw this process in action during students' discussions on rule revisions, It was apparent that they had improved their awareness of their behavioral needs for on-task behavior. Students reflected on their thinking and used reasoning when revising their new rules, as well as creating natural consequences.

In conclusion from the data presented here and what I observed in the classroom, research shows students did decrease off-task behaviors and increase on-task learning. Students became aware of and took ownership of their own behaviors. I have observed an improvement in how they take care of their materials including their own personal cubbies. Their binders have become well organized, and they are more efficient at taking care of their classroom. I have also

noticed their learning environment is quieter. Student productivity in learning has increased because they are completing more of their learning goals. They are more supportive of each other through encouraging and reminding each other to focus and work with on-task behaviors.

#### Action Plan

My research showed an improvement in the students' ability to use freedom with responsibility. A clear set of behavioral goals needed to be presented to the students. Students needed to understand how these goals would positively affect their ability to use their freedom and improve their learning. When students understood the personal benefits of these goals, they were more motivated to improve their individual behavior. Students' progress was the highest when they were directly involved in the process of becoming self-aware and self-monitoring their own behavior. As they started taking personal responsibility for their use of freedom, they began to notice how their learning improved. This was followed by the discovery of how their behavioral choices affected their Montessori community. A powerful synergy was created between the students as they worked together in learning to use their freedom responsibly for the benefit of all.

The results of my research will be used as the future foundation for guiding students into learning how to use their freedom responsibly. My research has led me to develop these three steps; each step builds off the preceding step. This order provided students the best understanding and success in applying each behavior.

The first step will be introducing on-task behavioral goals and their benefits to students individually. I will guide them in understanding these goals are needed for successful use of freedom in Montessori: 1) choosing work, 2) engaging in work, 3) purposeful collaboration, 4) using materials with order. My observation forms will align with these same behavior goals. This understanding will give students the foundation needed to build individual responsibility.

The second step will involve students taking personal responsibility for their success. They will use this theory as they build their self-awareness and monitor self-behavior toward on-task behaviors. Students need to be directly involved as much as possible because their personal investment in this work affects their level of motivation. They will regularly evaluate their own progress in these goals. I will do the same using my observation forms. We will discuss progress in behavioral goals when we review ongoing work goals together. This will provide us the consistency needed for mastery.

The third step will involve students using personal responsibility to build community responsibility. They will use cognitive behavior theory in problem solving, reasoning through a process, and being aware of internal dialogue to make progress. During this project, I observed students coming to the realization of how personal responsibility affects the community. Students noticed they were able to focus more on their work because the classroom became quieter. They found classroom materials clean and in order. This made finding and completing their work much easier. They also noticed that they were learning more because their talk was about their projects and they were not distracted. They began to enjoy positive synergy as a group when they worked together toward improving their on-task behavior. I would start the school year out with students creating their class rules after reflecting upon on-task behaviors needed for building their community. Sixth year students would lead the community in signing this poster that will serve as a class contract. The poster would be placed in a visible area, so students would be able to refer to it.

Social behavioral theory will need to unfold naturally. I learned from my research that students will continue learning from each other's examples and this process works best when they self-select their peers. During this project, students chose to find their own peers when needed and

rarely stayed with an assigned peer. When they did seek out a peer for help, they would get the help they needed and then move on to another peer. Assigning peers for morning work proved impractical due to the high level of students moving around while learning.

Humanistic behavioral theory through literature needs to be used as authentically as possible. The literature stories used during this project were applicable stories of children within the same age group and learning environments. Although the students enjoyed learning human values through stories, they found the stories predictable and boring. Many holidays and current events provide natural opportunities for these types of stories and would have better outcomes, especially if they are true stories. As a result of my research, I have started a collection of these types of stories.

Outcome of this research project will most likely continue to improve student learning of on task behaviors. Students need to understand what on-task behaviors are in order to know how and why to apply them in using freedom responsibly. Guiding students into the necessary structure needed for a positive learning environment both individually and as a community makes learning possible. I am seeing progress in many areas and expect this growth to continue.

My research showed my students and me how powerfully on task behavior affects students' engagement and productivity. During my research, I observed students learning to practice these on task behaviors and see the results for themselves. As they were able to choose their work instead of wandering aimlessly around the classroom, they were making the most of their learning time. By choosing their own work, they experienced intrinsic motivation, focus, and individual interests. Students discovered that when they engaged in work, they were more productive because they were not wasting time just looking busy. They built self-confidence as they experienced the direct results of their effort ending in accomplishment. As they improved purposeful collaboration,

they increased self-discipline. They learned to avoid distractions that came with non-learning talk. Students learned that using materials with order meant putting things back correctly. It made learning easier because students were able to find their materials clean, in order, and ready when they needed them. There is continuing improvement in student organization of their binders and cubbies. Students are more successful at finding their work and not having to redo lost work. Our meetings for reviewing progress are becoming more efficient which improves student progress and use of time. Students developed a deeper awareness of how their on-task behavior affects their community.

Potential future action research in building on-task behaviors to strengthen the Montessori community would be a great way to start the school year. I would like to guide students into care of the community using a continuation of the four behavioral theories. Guiding students into the greater responsibility of being a contributing member to their Montessori community would likely be my next research project. I am motivated by Maria Montessori's overall goal, which was to prepare students to become contributing citizens in their current time, place, and culture.

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Appendix A

Note: I used two of these forms during an observation because each form is designed for eight students, and I have sixteen students. Each form has a letter and row for each student. The second observation form is the same, except the letters are I, J, K, L, M, N, O, P.

**Observation Form**

|                                       | Engaging<br>in work   | Using work<br>to look<br>busy-<br>disengaged | Choosing<br>work      | Wandering<br>aimlessly | Purposeful<br>collaboration | Distracting<br>w/non-<br>learning<br>talk or<br>activity | Uses<br>material<br>with<br>order | Careless<br>with<br>materials |
|---------------------------------------|-----------------------|--|-----------------------|------------------------|-----------------------------|--|-----------------------------------|-------------------------------|
| Name:<br>A, B, C,<br>D, E, F,<br>G, H | <input type="radio"/> | <input type="radio"/>                        | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>                                    | <input type="radio"/>             | <input type="radio"/>         |
|                                       | <input type="radio"/> | <input type="radio"/>                        | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>                                    | <input type="radio"/>             | <input type="radio"/>         |
|                                       | <input type="radio"/> | <input type="radio"/>                        | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>                                    | <input type="radio"/>             | <input type="radio"/>         |
|                                       | <input type="radio"/> | <input type="radio"/>                        | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>                                    | <input type="radio"/>             | <input type="radio"/>         |
|                                       | <input type="radio"/> | <input type="radio"/>                        | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>                                    | <input type="radio"/>             | <input type="radio"/>         |
|                                       | <input type="radio"/> | <input type="radio"/>                        | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>                                    | <input type="radio"/>             | <input type="radio"/>         |
|                                       | <input type="radio"/> | <input type="radio"/>                        | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>                                    | <input type="radio"/>             | <input type="radio"/>         |
|                                       | <input type="radio"/> | <input type="radio"/>                        | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>                                    | <input type="radio"/>             | <input type="radio"/>         |

Remember to record date:

Appendix B

**Evaluation - Understanding Developmental Asset stories**

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**What does engaging in work mean?**

Point value: 1\_\_\_\_ 0\_\_\_\_

**What happens if you engage in work?**

Point value: 1\_\_\_\_ 0\_\_\_\_

**Explain what choosing your work means:**

Point value: 1\_\_\_\_ 0\_\_\_\_

**Should you choose your work? Explain why or why not:**

Point value: 1\_\_\_\_ 0\_\_\_\_

**What is purposeful collaboration?**

Point value: 1\_\_\_\_ 0\_\_\_\_

**What happens if you purposefully collaborate?**

Point value: 1\_\_\_\_ 0\_\_\_\_

**Explain what using materials with order means:**

Point value: 1\_\_\_\_ 0\_\_\_\_

**Will using materials with order affect our learning environment? Explain your answer:**

Point value: 1\_\_\_\_ 0\_\_\_\_



Appendix C

# Self-Evaluation Form

I am learning to use my freedom responsibly.

**I choose my work instead of wandering aimlessly.**

1    2    3

I did not choose to work on learning.  
Select a value from a range of 1, I don't  
choose to work on learning., to 3, I am  
good at choosing to work on  
learning.,.

I chose to work on learning.

**I am productive in my work instead of just looking busy.**

1    2    3

I was not productive in my work.  
Select a value from a range of 1, I am  
not engaged in my work most of the  
time., to 3, I am good at engaging and  
being productive in my work.,.

I was productive in my work.

**My conversation is on my work; I am not distracting others or myself.**

1    2    3

My conversation/activity was not on my  
work.  
Select a value from a range of 1, My  
conversation/activity is non-learning  
most of the time., to 3, I am good at  
keeping my conversation/activity  
focused on my learning.,.

My conversation/activity was on my work.

**I put materials back clean and in proper order before moving on to my next work.**

This includes my personal materials.

1    2    3

I did not put materials back clean and in  
proper order.  
Select a value from a range of 1, I do not  
treat materials respectfully, put them  
back clean and in proper order, to 3, I  
am good at treating materials  
respectfully and putting them back clean  
and in proper order.,.

I put materials back clean and in proper order.

Date

Appendix D

