

Reducing off -Task Behaviors Using an Action Research Method with One-Case Study

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Abstract: The purpose of this action research project was to discover what interventions would be most effective in decreasing the off-task behaviors of a student. Interventions used were use of a token system, changes in classroom environment and teacher attention. The sample selected for this research was a student in a second-grade classroom. This action research grew out of the frustration and sense of inadequacy of a teacher attempting to deal with the off-task behaviors of one of her students. The student's off task behaviors were interfering with her learning and that of her classmates. There were seven specific off-task behaviors that helped define the problem. These behaviors included daydreaming, speaking to peers, talking out of turn, touching others, fidgeting with objects, getting out of her seat at inappropriate times, and putting her head down on the table. The three tools that were chosen to document evidence of the problem were an observation checklist, a student survey and a teacher survey. The findings indicated that allowing the subject to enjoy one of her favorite activities, contingent upon a decrease in the off-task behaviors, was effective in maintaining the desired behavior of staying on-task and decreasing inappropriate behaviors.

Keywords: Task behaviors; intervention, token system, classroom environment, action research.

بحث اجرائي لتحديد مدى فعالية برنامج تدخل علاجي للتقليل من سلوكيات عدم اتمام المهمات

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مستخلص: هدف البحث الاجرائي الحالي إلى تحديد مدى فاعلية برنامج تدخل علاجي للتقليل من سلوكيات عدم اتمام المهام لدى طالبة في الصف الثاني الابتدائي والمتحققة بالمدرسة العادية وتتلقي خدمات الدعم التربوي في غرفة المصادر حيث اشار استطلاع اراء المعلمات الى ان الطالبة تقوم بالعديد من السلوكيات الغير مقبولة داخل الصف مثل الخروج من المقعد، والتحدث دون اذن، والعبث بالادوات المدرسية وعدم الانتباه لشرح الدرس وغيرها من السلوكيات التي اثرت بشكل كبير على تحصيل الطالبة الاكاديمي كما شكلت مصدر ازعاج وفوضى في غرفة الصف. ولقد تم استخدام تصميم أ - ب (A - B Design) من تصاميم الحالة الواحد (single subject Design). وطبقت الدراسة في داخل غرفة الصف العادي واستغرقت ١٤ جلسة خلال حصص مادة اللغة الانجليزية والرياضيات. ولقد شاركت كل من الباحثة ومعلمة اللغة الانجليزية والرياضيات وبمساعدة من معلمة غرفة المصادر في تنفيذ برنامج التدخل العلاجي والذي اشتمل على استخدام نظام التعزيز الرمزي وانتباه المعلمة وكذلك ضبط البيئة الصفية كاساليب علاجية. وقد أظهرت نتائج الدراسة أن هناك اثرايجابيا لاستخدام نظام التعزيز الرمزي وانتباه المعلمة وضبط البيئة الصفية التواء في التقليل من سلوكيات عدم اتمام المهام الذي استهدفها التدخل العلاجي.

الكلمات المفتاحية: سلوكيات المهمة، التدخل، نظام المكافآت، بيئة الصف، البحث الإجرائي.

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While working as an educational consultant for a group of schools in Qatar, a school administration requested different professional development activities, among those was supporting teachers in meeting individual needs of their students.

One of those teachers is Miss XX who is a second-grade teacher. She needed support in order to provide appropriate educational intervention for her students with special needs. Miss XX teaches Math and English Language Arts. After meeting her and discussing the challenges she faces with her students, she expressed her uneasiness about her inability in dealing with off-task behaviors that take place in her classroom. I attended and observed several classes in order to gain insight about her classroom interactions and gather information on one special needs student. The teacher expressed her concern about the academic performance of this student, her disruptive behaviors, and her inability to pay attention during classroom activities. This student and her related behavior and educational struggles are at the center of Miss. XX concerns.

Research Question and purpose

The main problem that surfaced in Miss XX's class was one particular student. This student exhibited off task behaviors such as daydreaming, speaking to her peers, talking out of turn, touching others, fidgeting with objects, getting out of her seat at inappropriate times, or putting her head down on the table. The student is inattentive and disrupting classroom instruction.

So, would the use of techniques such as a token system, changes in classroom physical design and increased teacher attention, result in decreased off task behaviors for this student?

The purpose of this study was to determine whether the proposed intervention that include using techniques other than those traditional methods used by the

teacher, would reduce the frequency of the student's off task behavior.

Significance

If the proposed intervention leads to a decrease in the rate of the targeted behaviors, this may cause an increase and improvement in the student's attention, involvement in classroom activities, and academic achievement. Nowadays many teachers and schools face the problem of off-task behaviors in the classroom and it seems to be growing worse over the years. Bru (2006) contends that a lack of time-on-task and troublesome behaviors have become an increasing problem for students in elementary schools. Furthermore, off-task behavior interferes with academic development. Also, a deficiency in listening and communication skills contributes to off-task behavior. While this problem may exhibit itself in many different forms, there are many possible solutions in dealing with this problem head on, one of them is the proposed intervention in this action research.

Additionally, this research was part of professional development training for teachers, it presented action research for those teachers as valuable tool they can use in improving their educational practices. Recently, Action Research (AR) has become a commonly used practice in the field of education. AR explores solution to real classroom problems and strives to develop classroom practices by collaborative activity among the teachers with a view to improving the achievement of the learners.

Review of the Literature

At any given time throughout the school year, teachers are faced with-off task behaviors during instruction time. Off-task behaviors were those that were irrelevant to the academic task at hand and these can quickly become discipline problems. According to Atwood and Leitner (2001), discipline problems are the single greatest factor in decreasing time on task in the classroom and when

a student misbehaves, the teacher takes time away from instruction to reprimand the student. Teachers also might play a role in off task behavior. For example, while a student might appear not to be paying attention, it might be attributed to an inability to understand the information because of the way it is presented. Students who are not actively engaged may become off-task. Off-task students may also have trouble getting started or returning to work (Babkie, 2006). It is often the case that students will not attend to tasks they see as irrelevant (Morgan-Flemming, Burley, & Price, 2003) or they may refuse to learn concepts when they do not see the relationship to the outside world (Daniels, 1998). Recurrent inappropriate classroom behavior has been shown to compromise students' ability to learn socially acceptable and positive classroom and interpersonal behavior skills. Off-task behaviors are predictive of present and future academic underachievement (Moore, Anderson, & Kumar, 2005). Huitt, (1999), in a review of related research found that student off-task or unengaged behaviors could be classified in one of five categories: management/transition, socializing, discipline, unoccupied/observing, and out of the room. All of these have one thing in common; they take time away from class time.

Since off task often leads to misbehavior, it is important to understand why students engage in misbehavior. Most misbehavior is for one of two reasons: 1) to get something, 2) to avoid something (Barbetta et al., 2005). Repp (1998) agrees and suggested that the function of disruptive behavior is usually for positive reinforcement (gaining a reward), for negative reinforcement (escaping a task), or stimulation/sensory regulation. Socially inept students have inappropriate behaviors such as standing too close or touching others in annoying ways (Marzano & Marzano, 2003).

Many students are quite unaware of how their secondary behavior appears. Teachers often interpret such behavior as rudeness and as a challenge to their status (Rogers, 2006). Teachers tend to state negative statement statements toward students (do not, should not) and this may result in a worse behavior than how it already is (Carns & Carns, 1994). Limited positive feedback may also be a contributing factor to poor behavior (Daniels, 1998). Unengaged behavior sometimes begins when a teacher waits for the behavior to happen to then discipline a child (Huitt, 1999); therefore, when dealing with students who are misbehaving, teachers would intervene early and quickly, when a teacher does not, it allows the misbehavior to spread and grow (Wuest, 1999).

Physical arrangement of the classroom may also cause misbehavior (Daniels, 1998). The arrangement of the classroom may also play in part to a students' off-task behavior. Placing off-task students in the teachers "action zone" is a great method used by many teachers. The action zone is the area in the classroom where the teacher tends to focus most of his/her instruction time (Wright, n.d.).

Through much research, there are many findings and proven methods to help reduce the frequency of off-task behavior in the classroom, because reducing off-task behavior could directly affect student learning (Burns & Dean, 2005). The faster a situation can be resolved, the faster the teacher can focus back on the lesson (Jones, 2005).

Also, giving children appropriate choices help them feel like they do have choices in this world. Choice can help kids feel good about their thinking abilities, which is essential to motivate those kids (Church, 2006). Giving students a certain number to maintain and letting them have a couple of misbehaving incidents and then lowering the number as time goes by makes the student feel that they do not have to be perfect and

there is room in their lives for some imperfections (Carns & Carns, 1994).

Additionally, teachers need to begin the academic year by laying out expectations for student behavior, along with what will be done to those who disobey. The expectations of student behavior, the class rules, need to be clear and consistent. The rules for the classroom are to be publicized to all students and the boundaries need to be clearly stated. According to DeVries and Zan (2003), if children make the rules, they are more likely to observe them, because their opinion mattered on the classroom's expectations. Teachers are never to assume a student is being malicious when it can just be ignorance. Most of the time students do not even realize that they are being disruptive. Instead, teachers are to analyze a student's behavior and try to define what behavior is the concern, specify what is wrong with the behavior, decide what action should be taken to address the behavior, specify the behavior he or she wants from the student, and implement a plan (Daniels, 1998). So, if teachers used regular routines, provided opportunities for students to respond appropriately, used a variety of learning activities to capture students' attention, and keeping track of students' progress will help students stay on-task.

A method used by many teachers that has had a great impact on student behavior by keeping them on-task is using positive discipline and positive comments (Rogers, 2006). Implementing a classroom token economy system is one of the most effective methods to provide data-based ways to improve behaviors in the classroom (Higgins, Williams, & McLaughlin, 2001). Students who are not successful in general education classrooms need teachers to modify instruction and implement alternative strategies for instruction (Pacchiano, 2000). Preparation for creating an effective token economy should involve classroom rules, a positive classroom

environment, appropriate teaching methods and curriculum materials. Without these preparations, behaviors may only improve temporarily. It is necessary for classroom procedures and routines to be clearly identified for students (Gunter, Countinho, & Cade, 2002). Posting the classroom rules helps dramatically in reducing disruptive behaviors while using a token economy system (Musser, Bray, Kehle, & Jenson, 2001). Students with severe behavior disorders increase compliance rates when teachers use instructions with "do" and "don't" and wait five seconds for compliance before repeating instructions. When using a token economy, it is important to make students feel successful in the beginning, they can receive tokens for things as simple as being ready for class, raising their hand, completing seat work along with other desired behaviors (Cook, 1999). It is important not to reward students when they are demonstrating undesired behaviors. This could cause a decrease in the student's performance levels and a decrease when rewards are withdrawn (McGinnis, Firman, & Carlyon, 2001).

Methodology

This is a single case, baseline-intervention (AB) design action research (with an evolving design, context bonded and descriptive) about one second grade student with behavioral problems. The collection of baseline data will be followed by implementation of the intervention strategies, followed by collecting post intervention data and interpretation of findings.

Site and Participant's Description

Site Description: ZZ school is a large school that includes classes from kindergarten to grade 12, and 2165 enrolled female students. It is in Al Dafna, Doha; most students come from Qatari rich families.

The Classroom: It is a second-grade classroom, furnished with four large curricular tables, computer station,

white board, bookshelves, and a teacher table. The number of students in the classroom is 23, usually distributed into groups during instructional time.

Student Background Information: The student that was chosen for this study is a delightful, girl with big, brown eyes, black hair and a charming smile. She is 8 years old in second grade regular education classroom. She has specific difficulty staying on task as reported by her teachers. Currently she receives remedial and support services in English language reading and writing and spelling in the school resource room by a support teacher, on alternating days. Academically (as documented in the student file): she is functioning below grade level in English Language Arts and Math.

In an interview with Miss XX, she mentioned that the student, requires supervision during instructional time and listening activities to remind her to pay attention or to stop, daydreaming, speaking to her peers, talking out of turn, touching others, fidgeting with objects, getting out of her seat at inappropriate times, or putting her head down on the table. Usual teacher's reaction toward these activities as she had indicated is to verbally remind the student to pay attention. It was decided to first observe student's behaviors by the researcher to determine and understand the causes of these targeted behaviors.

Participants in the Study

Miss XX was willing to work on a behavioral intervention plan for the student and resource room teacher agreed to support her. The other teachers were not approached at this time, since they seemed to be uninterested or busy. The team who participated in this study included the researcher, Miss XX with the support of the resource room teacher. The team discussed the importance of gaining the student family consent and school administration approval to conduct this study. Both the researcher and Miss XX worked on achieving that.

Operational Definition of the Targeted Behaviors

After discussing the student situation with Miss XX, and resource room teacher, an operational definition was established for her off task behaviors. Off-task behavior was defined as daydreaming, speaking to peers, talking out of turn, touching others, fidgeting with objects, getting out of her seat at inappropriate times, and putting her head down on the table.

Data Collection and Analysis Procedures

Data Collection Tools

The following tools were used to collect data in this study: Student survey; teacher survey; behavior classroom checklist; interview; and direct class observation.

These tools were used according the following steps:

1. Applying and analyzing the student and teacher surveys.
2. Conducting classroom observation and analyzing the data.
3. Collecting data in baseline sessions and analyzing the data.
4. Implementing the intervention plan.
5. Collecting data in intervention sessions and analyzing the data.

Student Survey: The purpose of the student survey was to determine if the student was aware of her off-task behavior. The survey consisted of seven items: Six are Likert-scale type items focusing on students' awareness of specific off-task behaviors, and item no. 7 was open end item. This survey was administrated by Miss XX. The student was able to choose always, sometimes, or never for each of the first six items. Figure 1 represents student responses on items 1- 6 included in the student survey.

Following the analysis of student survey: The first item for the survey was “I am excited about learning new things in school.” This item was selected to gauge students’ overall interest in school. She selected rarely, when asked by her teacher about that, she answered that she only enjoyed her Art and Music classes the most.

The second item was, “I can pay attention when the teacher is giving directions.” This item was intended to check for student awareness of her off-task behavior, such as daydreaming. The student selected sometimes as an answer, which indicate that she is aware of her off-task behaviors.

Item 3 of the survey was, “I know when I am listening and paying attention.” This item was intended to again check for awareness of off-task behavior. The student selected always. What was interesting was that the student was not always aware of her own behaviors such as listening and paying attention.

Item 4 of the survey asked, “My behavior allows others to complete their work.” The researcher was checking for student awareness of how her behaviors affect other classmates. The student selected always, which indicated that she is not aware that her behaviors can distract her others.

Item 5 of the student survey asked, “During independent work time I am focused.” This item was looking for student awareness of how they use their work time. The student selected always, which indicated that she felt that she was focused during that time.

Item 6 of the survey asked, “Working in groups helps me focus on the assignment and remain on task.” This item was checking student’s awareness of her interactions with others in group work. The student selected sometimes as answer for this item, which indicated that she faces problem in group work with her classmates.

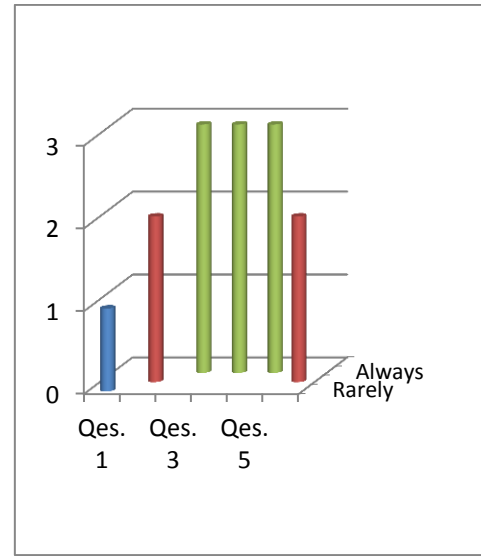


Figure 1
Student Responses to Items 1- 6

Item 7 asked, “What are your favorite school activities?” This item was looking for favorite reinforcements which could be used in the intervention. The student selected the following activities drawing, cut and paste pictures, stickers, and computer games.

Teacher Survey

The purpose of the teacher survey was to determine the attitudes and perceptions teachers have regarding off-task behavior. This tool was a survey consisted of four items. The first three items focused on the teacher’s current attitudes toward off-task behaviors using a Likert scale, the fourth item offered seven specific off-task behaviors. Each teacher was able to choose frequently, sometimes, or rarely for each of the four items. Three teachers (Miss XX, the resource room teacher, and the fine arts teacher) answered this survey. Teachers were able to check off which behaviors they had observed at some point in their teaching the student. Figure 2 below represents teachers’ response on the items included in the teacher survey.

Following the analysis of teacher survey: For Item 1 which is, “There is a high occurrence of off- task behavior from this student in my classroom”. Item 2, which is, “Off-task behavior of this student interferes with my students

meeting their learning objectives”, and item 4 which asked about the frequency of the selected off-task behaviors, the language and resource room teachers selected frequently for the three items. For item 3 the language teacher selected frequently, and the support teacher selected sometimes. The third teacher (Fine Arts teacher) selected rarely as answer for all 4 items in the survey, she even commented that the student seems to enjoy her art classes and rarely demonstrate any off-task behaviors.

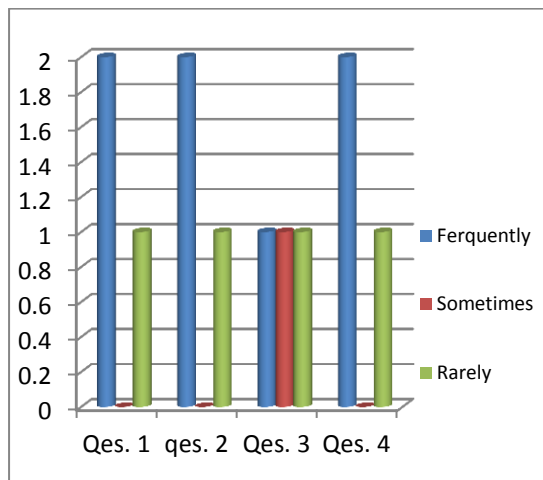


Figure 2
Teacher's Response to the 4 Items

Class Observations: To gain better understanding of the targeted behaviors, the researcher observed the student in two of her regular education classes (English language and math), and collected data on the target behaviors. Her English class was the first period of the day and her math class was the third period. The following is a summary of classroom observations: from classroom observation, it was clear that the student was either being ignored or threatened with punishment, and, on occasion, being yelled at. When asked to stop something, she would stop. However, the behavior that she stopped doing was replaced with another behavior that was still not acceptable; it seems that these off-task behaviors are her way to get the attention of her teacher or her classmates. In general, the student had demonstrated less off-task behaviors in

math class than in language Art class. The girl did not perform any work in either of the two classes during the observation time.

Baseline sessions Data: The number of occurrences of the off-task behaviors was recorded per session, each session included math class (45 min.), and language arts class (45 min.). Each session consisted of 90 minutes. The total number of sessions is 14 sessions: sessions 1 to 6 are baseline, while sessions 7 to 14 are intervention.

For ease of recording observations, the researcher asked the language teacher (Miss XX) to use a simple system where peas were placed in the teacher's pocket. When there was an occurrence of the off-task behavior, a pea was moved to the other pocket. At the end of the session, the peas were removed, counted, and recorded. The agreement between the class teacher and the researcher observations was 92%. These procedures were used for all observation sessions. Before the intervention, the student displayed a range of as many as 25 off-task occurrences during English language classes and as few as 13 with an average of 22.6 occurrences. In the math classes the student displayed a range of off task occurrences as many as 19 and as few as 9, off task behaviors occurrences averaged 14. Figure 1 and 3 represents baseline data about the off-task behaviors occurrences in English and math classes.

Intervention Sessions Data: It was determined from observations and student's responses survey items that she enjoyed drawing, cutting and pasting pictures and stickers, and computer games. It seemed that these activities are her favorite activities. As a means to decrease the chosen seven off-task behaviors, the researcher and the participant teacher Miss XX implemented an intervention plan that included a token system where the student can exchange tokens (smiley face tokens) with free

time, during which she can select to do any of her favorite activities (drawing, cutting and pasting pictures and stickers, and computer games), for ten minutes if she earned 5 tokens, 15 minutes if she earned 7 tokens and for 20 minutes if she can keep the 10 tokens. The earning of free time was combined with earning contingent teacher attention, primarily in the form of verbal praise, when the student followed the outlined behavioral rules.

The researcher, and participant teacher, decided on the following plan for the student. *First*, a clear understanding of the rules for the classroom needed to be established for the student. These rules will included the following: no getting out of seat without teacher permission, no blurting out any type of comment without raising her hand first, all class work was to be completed during class time, no touching others or speaking to them without permission, no fidgeting with object and no putting head down on the table. At the beginning of each Math and English language class the student would be given 10 smiley face plastic tokens. If the subject broke class rules, one token will be taken from her by the teacher, whom will be reminding her of the reason why she lost the token (in a low voice so other students cannot hear). If the student could follow the class rules during each session with no more than five occurrences of off task behaviors which means she kept at least 5 tokens, she would be rewarded with free time in her resource room classes. The length of free time will depend on the number of the tokens the student can earn or keep, 5-6 tokens equal ten minutes of free time, 7-9 tokens equals 15 minutes of free time, 10 tokens equals 20 minutes free time. If she maintained low rates of off task behaviors all week, her math and language teacher by the end of the week, would give her a special present (they will include coloring set, dough shaping set, computer games CD). Each time she earned the reward,

she will also be reinforced with positive teacher attention.

Second, the intervention also included changes in classroom physical design; the student was seated on the table nearest to the teacher, where it would be easier for the teacher to observe the student behaviors and to implement the intervention plan. Also, the new seating place helped the student gaining her teacher's attention which she seemed to strive for it. Also, an individual workstation was assigned, where the student can do her individual written class work. A chart of class rules and daily class routine was posted in view of all students and near to the student allocated setting place.

On the first day of the intervention, Miss XX and the researcher met with the student to discuss the tokens system and their equivalent rewards, and how she could exchange the tokens she had earned with free time where she can select the activity of her choice. The definition of off-task behaviors and class rules were also explained to her, and the chart of classroom rules was shown to her and she was asked to read the words she can recognize in that list. It was agreed on that the Miss XX will remind the student and her classmate every morning of the class rules.

From the first day of intervention, the student had a significant reduction in the frequency of occurrences of the targeted behaviors; this decrease continued during the intervention sessions. In English language classes the frequency of occurrence dropped from an average of 22.6 times during the baseline to the average of 4.75 times by the end of intervention sessions. Also, in math classes, the frequency of occurrence dropped from average of 14 times during the baseline sessions to the average of 4.30 times by the end of intervention sessions. During her time in resources room, she was rewarded with free time, and at the end of the first week, she was given a drawing pencil set. In addition

to the student off-task behaviors being reduced, her teacher Miss XX indicated that she had completed all her class work during the intervention sessions and expected her grades to improve. Figure 3 represent baseline data frequencies of targeted behaviors occurrence in English language classes and figure 5 represents baseline data frequencies of targeted behaviors occurrence in math classes

Figures 4 and 6 represent intervention data about the off-task behaviors occurrences in English and math classes. Figures from 3 to 6 show the student's progress during all baseline and intervention sessions. Within each table, sessions 1-6 show baseline data, and sessions 7-14 show intervention data.

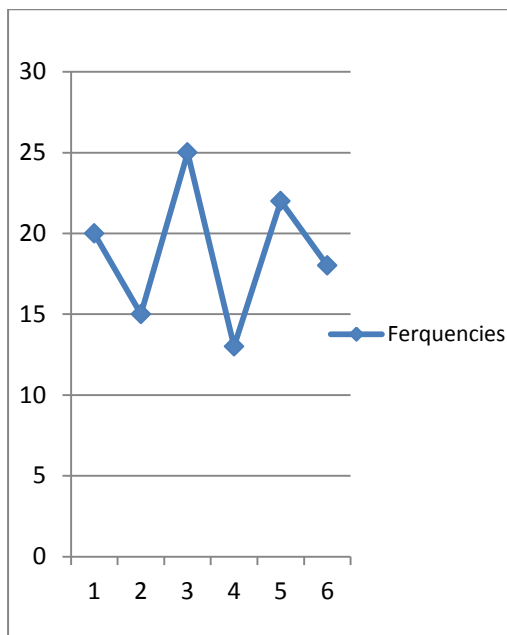


Figure 3
Baseline Data Frequencies of Targeted Behaviors Occurrence in English Language Classes

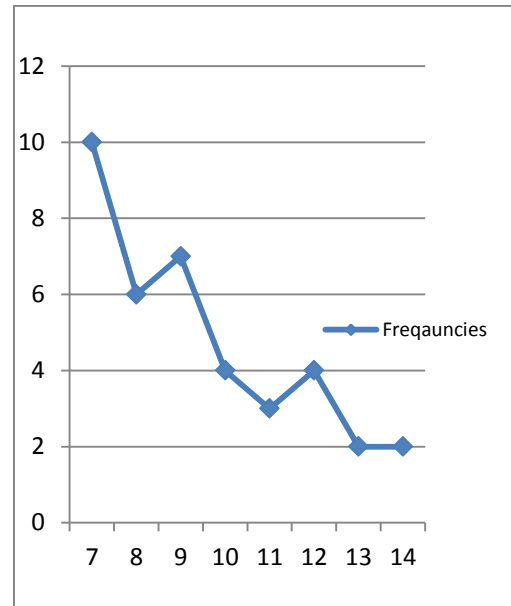


Figure 4
Intervention Data Frequencies of Targeted Behaviors Occurrence in English Language Classes

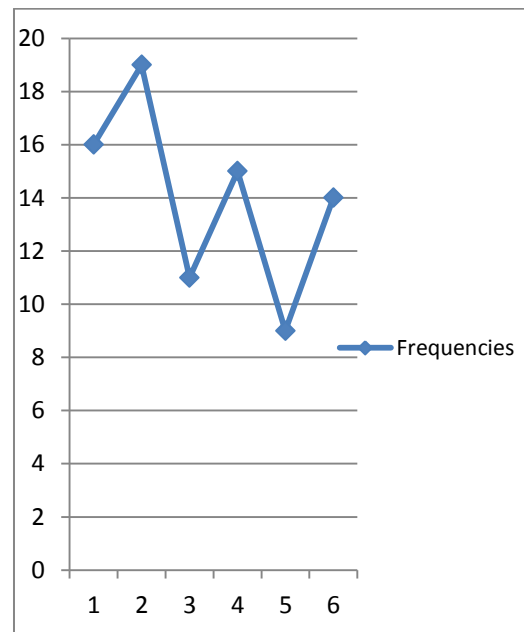


Figure 5
Baseline Data Frequencies of Targeted Behaviors Occurrence in math Classes

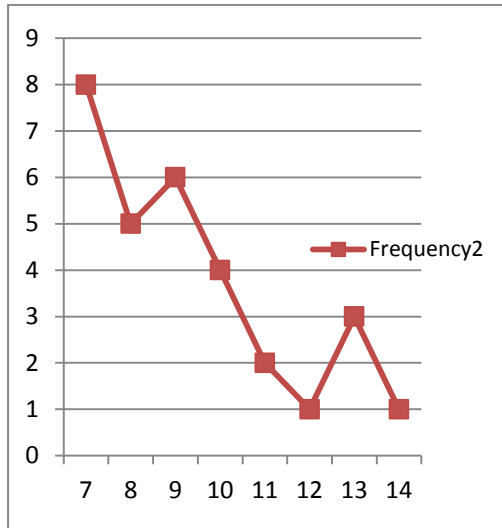


Figure 6
Intervention Data Frequencies of Targeted Behaviors Occurrence in Math Classes

Findings

The student survey data show that the student is not always aware of her off task behaviors, and she is not aware of the effect of her behaviors on others, in addition she seems to have trouble with group work and prefer individual work. The data from this survey also helped in selecting the appropriate reinforces that was used in the intervention.

The data from the teacher survey indicated that both language and resource room teachers agreed upon the high occurrence of student off-task behavior; that her behaviors interferes with her classmate learning; and they both agreed upon the types of student's off task behaviors. The Art teacher, on the other hand, indicated the student rarely acted in inappropriate way. The student seemed to have enjoyed her art classes, this contradiction can be explained by the facts that drawing was one of the student favorite activities.

From classroom observations, it was clear that the student was either being ignored or threatened with punishment. The student off tasks behaviors were frequent, stop one behavior when asked to and start another. These off-task behaviors seemed to have been the students way to get the attention of her

teachers. Usually, the student did not complete, nor did she do any class work due to her disruptive behaviors.

Data collected from baseline and intervention sessions, indicated that by the end of the intervention sessions a significant reduction in the occurrences of the targeted behaviors was achieved. In English classes, the frequency of occurrence dropped from an average of 22.6 times during the baseline to the average of 4.75 times by the end of intervention sessions. Also, in math classes the frequency dropped from average of 14 times during the baseline sessions to the average of 4.30 times by the end of intervention sessions. The student's off-task behaviors as reported by other teachers, were also reduced in her other classes like science, social studies, and Arabic language.

Discussion and Recommendations

The student off-task behaviors reduced rapidly and her classroom behavior in general improved with the implementation of the intervention plan that included using token system, changes in classroom physical design and teacher attention. Thus, it can be concluded that the intervention was effective in reducing the occurrence rate of the targeted behaviors. But it cannot be said with certainty that the only reason for the student's behavior was gaining her teacher attention. However, it is likely that one of the motivations behind her off task behaviors was seeking the attention of an adult. This was believed to be true because she was gaining adult attention from her English language teacher and her other teachers whom continued to praise the student daily on her work based on positive rather than negative behavior. The student would even ask after class how well she did and seemed to be proud of the teachers' responses.

It is also possible that the student's decline in off task behaviors could have happened either because the rules of the classroom were explained or daily reviewed, because of the daily or weekly

reinforcements in the token system, because the student received additional teacher attention, or a combination of all of these interventions. Each of the rewards could have been systematically withheld to see exactly which one caused the decline in the disruptive behavior. Nevertheless the researcher and the other participant teacher did not feel that this would be in the best interest of the student; however, the application of this study intervention, done by school-teachers, has external validity, and has much to offer to the field of current educational practitioners (teachers inside and outside the school).

Replication of similar interventions by different teachers will strengthen the confidence in this study results. The researcher hope, that replication of this type of study or intervention can compensate for the limited internal validity, and in the process will have a positive impact on the school experience about how to deal with similar classroom behavioral problems.

Among the advantages of this type of intervention; include the fact that the cost was minimal, and this type of intervention is easy to be applied and managed in the classrooms. In addition, teachers, and the student involved in this study viewed the intervention techniques as a friendly and effective means for reducing off task behaviors that can be used in school and at home. Additional research about this intervention with a larger sampling of students and over a longer period is needed.

But the findings in this study must be interpreted within the following parameters of the limitations of the methodology: First, only one student was employed. Second, the use of an A-B research design which means that cause and effect cannot be inferred and prevents one from drawing firm conclusions regarding the outcomes. It would have been more rigorous to employ a multiple baseline design (Kazdin, 1982).

Third, it would have been more adequate if data could have been gathered for each of the off-task behaviors during each session; however, problems in time, staffing, and scheduling did not allow this to take place. Forth, several interventions were applied; confounding the ability to determine which specific intervention, or combination of interventions, leads to the behavior change measured. *Fifth*, time constraints on the researcher and the participant teachers had limited the time available for this study.

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