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The Impact of Implementing Nonverbal Behavior Management Strategies Into An Elementary Classroom

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THE IMPACT OF IMPLEMENTING NONVERBAL BEHAVIOR MANAGEMENT STRATEGIES INTO AN ELEMENTARY CLASSROOM

By

Casondra Kelly Wada

A capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in Education.

Hamline University

Saint Paul, Minnesota

June 2016

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Peer Reviewer: Avinash Suntosh
To Avi: Hey you
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## Table 4.3 - Time on Task: Influence Approach

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Table 4.5 - Referrals

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Figure 4.1 - Time on Task
Figure 4.2: Average Transition Time

Figure 4.3: Average Weekly Referrals
Figure 4.4-Total Referral Makeup

Figure 4.5-Average Transition Time
CHAPTER ONE

Introduction

Opening

It was at an early morning meeting during my first year teaching that my mind was opened to what it meant to have classroom management. There she was, a calm woman with great posture and three separate easel boards, trying desperately to engage a beaten down staff in a dimly lit, poorly furnished library. She was patient with us as we complained about how “absolutely nothing works for behavior in this school.” We had already voiced a thousand excuses as to why this new system wouldn’t work before she even had a chance to introduce herself. That’s when she said the words that opened my eyes: The teacher controls the classroom.

It’s almost embarrassing to think that I never considered my actions as an influence in the behavior of my students. In fact it is embarrassing as I reflect on how I acted those first few months teaching. In the interest of finding out more about my own actions and influence on classroom behavior, I decided to research the following question: What impact do nonverbal behavior management strategies have on an elementary classroom?

Overview
First, I will clarify what I am considering when I mention nonverbal techniques. When I refer to nonverbal techniques I am encompassing everything but the literal words: gestures, breathing, paralinguistics, proxemics, eye-gaze, haptics, pictures and written directions, posture, and classroom appearances. I use this definition when referring to my own experiences, trainings, and data collection. I would also like to clarify that I will be referring to actions I would take with a primary elementary class. However, all of the steps I list, as well as the trackers I suggest using, can be implemented into intermediate elementary classes and beyond.

There are four sections that compose the introduction to my capstone. The first section consists of a description of my background and what brought me to education. This section also covers my first two years working at a Title 1 school. This is an important section to me as it also explains my passion for this research topic and what initially sparked my curiosity in nonverbal management systems. The second section of the introduction is my rational for why I want to investigate the impact of nonverbal on behavior management. The last two parts of this introduction will summarize the contents as well as give a brief introduction to Chapter Two.

**My Background and Experiences**

It was in college, where I studied business, that I first realized I wanted to be a teacher. I was working towards my degree in human resources when I met a woman that would change my life. She talked about working full-time for minimum wage while also attending a community college to earn her associates degree; when she finally reached that milestone in her life, she received a $1.12 raise, while losing over $600 a month in
government assistance. I will always remember her reaction to this, “Well, I guess that means I have to get my B.A. now.”

Her dedication to education inspired me. There I was, studying how to be a human resources manager, where my job would be to develop and promote employees; using my knowledge of a company and resources as a stepping-stone for others to reach their own career goals. But her story made me realize, that while my job was to help employees, my loyalty had to remain with stockholders, meaning keeping wages low and promoting only those that fit in a budget. I started to think about what my true passion was and how I could use that drive to find a career. I reflected back on how passionate the woman from my college was about education, how it was education that helped her reach her dreams. By the time I graduated with a business degree, I had been accepted into a graduate program that would allow me to follow my heart into teaching. I moved across the country from to a Midwestern city to achieve my dream of teaching in low-income schools.

In 2012 I was given my first class of second graders, 14 in all. There were three of us second grade teachers; in room 207 a girl just two years older than me who had just finished teaching abroad, in room 209 myself (the brand new teacher from Seattle), and in 211 was the most senior teacher with two-masters, a doctorate, and 18-years of experience. By the end of the first week of school, 207 and 209 had been torn apart. Both of us had students tipping over bookshelves, climbing on desks, and running out of the classroom and around the hallways; 211 saw none of these behaviors. Thoughts of failure rushed over me everyday, how is my classroom so mismanaged? I had the same students
as 211, what was she doing that I wasn’t? That was when I decided my time spent after school was best spent asking 211 all the questions I could. I didn’t just stop there, I invited anyone and everyone to observe my teaching and give me advice: reading instructors, mentors, science teachers; they all had a front row seat to my classroom management.

Then, one day while checking my teacher mailbox I found a packet. Someone had placed a packet with Freeze Body written at the top; there were pictures of a crazy-dancing teacher and talking students juxtaposed next to a still teacher and students doing work. There was no note, no name, just this article and what I considered at the time “crude interpretations” of what someone thought of my teaching. What was this person trying to say? Did they think I did this? Was I supposed to implement this into my teaching style? This was my first exposure to the nonverbal behavior management system ENVoY.

As the school year moved on, the entire school struggled with behavior management. Under the pressure, 211 left by mid-October, then a fourth grade teacher left in November, by January we had lost our physical education teacher. All three cited behavior management as their reason for leaving. Then in February, someone took the opening in 211, finally a long-term substitute. I will always remember going into 211 that February afternoon after school, she was head down on her desk sobbing; she never returned. My inner human resources student was astonished. How can we lose so much good human capital? These are great teachers and we aren’t doing anything to hold on to them or properly train them for our school. The district took notice of our turnover in
teachers, and starting that spring of 2013, all of the teachers had the opportunity to enroll in a nonverbal behavior management class.

At first the trainings were optional after-school sessions held at the district office, then there were trainings at our school in the mornings that were mandatory for all licensed staff, and by the end of the year, the district paid for each teacher at our school to attend a three-day summer session in nonverbal behavior management. However, by the end of the year, we had lost even more teachers. The effort from the administration and district were obvious, but only a fraction of the teachers attended the trainings. Again, the human resources side of my brain was talking to me; what are the benefits of a nonverbal behavior management system? Has anyone shared research with the teachers and staff about why it would help our students be more successful? Is lack of knowledge the reason so many staff members choose not to attend these sessions and implement the nonverbal system?

By the start of my next year I was seeing improvements in my behavior management, but it was still not where I wanted it to be so that my students felt safe and successful in their classroom. The entire school seemed to be struggling again. By December of 2013, we had lost 4 more teachers. The administration continued to push for nonverbal trainings and even added nonverbal techniques as part of the teacher evaluation. However, there was still very little buy-in from the staff. In fact, the administration even seemed to stop believing in their own efforts. By the time the fourth teacher left, our school had implemented Responsive Classroom, PBIS interventions, Second Step, ENVoY, and an Alternative Instruction Room.
I was still interested in ENVoY and nonverbal strategies though, and felt that the lack of follow-through on this management system was disheartening. I continued to reflect on why I felt ENVoY and its nonverbal classroom management strategies were so successful. I thought back to quotes of speaking-less and the emphasis put on body language and tone during presentations. I remember someone coming into my classroom and telling me to use less colors and another teacher who told me to whisper more when giving directions. I knew there was a correlation between what I was implementing and the successes I was seeing, but how could I share this information with my peers? I was driven now to do research on nonverbal classroom management techniques and their impact.

The Purpose of My Research

I want to know the improvements teachers can expect if these nonverbal strategies are effectively used in a classroom. Money has come in from the federal, state, and district level to help support my school. If there truly is a benefit to having nonverbal techniques used in our classroom, then I want to share this information with my colleagues. If there is teacher buy-in and support for this system, then perhaps our staff will be more willing to implement these strategies consistently. In my capstone I hope to answer: What impact do nonverbal behavior management strategies have on an elementary classroom?

The purpose of this paper is to explore the rewards and challenges associated with implementing nonverbal strategies into a classroom and create a pacing guide for introducing it and training teachers. Money, effort, time, and human capital have been spent attempting to train our staff in nonverbal strategies. I want to know if we are
moving in the right direction. Is it worth it to continue down this path?

Summary of Chapter One

My experiences in human resources and moving across the country to teach in a Title 1 school have brought me to this research. Currently, I have only my own personal anecdotes and observations to explain what behavior management systems work in my classroom; I lack any evidence that proves whether nonverbal management techniques in my school work. I will create a guide that shows how teachers can implement nonverbal strategies and continue to use them consistently and with fidelity. My guide will include trackers that can be used as well as descriptions of what to implement. I want to have a solid, easy to implement, plan with evidence to gain teacher buy-in and justify why my school should implement and fund nonverbal management systems over others. If my guide is used, teachers will have real data on their students in regards to what nonverbal strategies work.

Preview of Chapter Two

In the next chapter of my capstone I will review current literature on nonverbal practices on behavior management. I look at the current behavior management needs in classrooms. These needs range from behavior management effects on student academics, student equality, and teacher retention. Then, I look at what is currently being used for behavior management training in teacher preparation programs and then I compare that to nonverbal management training programs. Finally, I look at what research has already been conducted on how nonverbal management techniques impact behavior.
CHAPTER TWO

Literature Review

Introduction

Behavior management is a key part to every classroom. However, many new and pre-service teachers do not realize how difficult this task can be. This chapter will look at a broad range of literature that relates to my research question: What impact do nonverbal behavior management strategies have on an elementary classroom? The purpose of this chapter was to help me develop an understanding of any nonverbal behavior management systems that have been attempted in other elementary classrooms. I will be exploring the current need for effective behavior management programs, what trainings and preparations teachers currently use, defining what nonverbal management is, and what results there currently have been when looking at the impact of nonverbal management in classrooms.

My main focus is on research conducted on elementary schools, elementary school teachers, and elementary-aged students. In addition to this, I wanted to narrow my review to research conducted in urban schools. This allowed me to find research that was most relevant to my passion of teaching in Title 1 elementary schools. The following research is important because it allows me to reflect on my current teaching practices and
create a hypothesis of what the benefits will be to implementing a nonverbal management system in my own classroom. Overall, the following literature gave me the information I needed to conduct my own research.

Overview

The following literature review consists of five main sections. The first section looks into the current needs for effective behavior management systems. I break the needs into three categories: academic, equity, and teacher retention. The next section looks at teacher preparation programs for behavior management. After looking into current needs and current management systems, I take a deeper look into one specific management system: nonverbal management. The third section of this literature review will focus only on how nonverbal management systems have been incorporated into the classroom. In this section I will be defining nonverbal management and what it looks like in an elementary classroom. After defining nonverbal management, I look at what research has been done on the impact in classrooms after nonverbal management systems have been implemented. Finally, this chapter ends with a summary of the research and a preview into chapter three.

Current Need

It is important to understand that there is a strong need for good, research-based, behavior management systems that can be implemented consistently and with fidelity by teachers. The needs that I have looked into are those regarding academics, equity, and teacher retention.

Current Need - Academics
One of the reasons it is important to have a strong behavior management system in place is because there is a link between low academic success and disruptive behaviors in the classroom. The correlation is caused because it is difficult for students to learn when the teacher is spending more time redirecting behavior than giving instruction. When the teacher is not focused on teaching, it has been shown to add stress to not just the frustrated teacher, but also the students (Algozzine, White, Cook, Marr, Algozzine, Duran 2012). Disruptive behavior impacts the academics of not only the students causing the behavior, but the entirety of the classroom. It should be no surprise then, that this stress further leads to the negative impact disruptive behaviors have on academics because student achievement is best in classrooms where students are non-disruptive (Black & Fernando 2014). When there is a low amount of disruptive behaviors, teachers are more likely to use better teaching strategies that lead to higher academic outcomes.

Without looking at the relationship between behavior and academics, many failing schools push to implement more academic interventions than behavior interventions. Academic interventions can be, and are, successful in many circumstances. However, if one of the underlying roadblocks to academic success is disruptive behavior, then schools need to broaden their interventions to include behavior and not solely focus on only academic interventions.

When looking at only academic interventions in schools where there are preexisting behavioral problems, there were not considerable gains. The research shows that students need to receive both academic and behavior instruction to achieve the
necessary growth (Algozzine 2012). This shows that even with academic interventions, if there is still disruptive behavior, students do not benefit fully from the instruction.

On the other hand, teachers should not put behavior interventions in front of academic achievement, which unfortunately is happening in schools with high disruptive behaviors. In fact, one study showed that in classrooms with high levels of disruption, the learning of the non-disruptive students was diminished (Powell, Boxmeyer, Baden, Stromeyer, Minney, Mushtag, & Lochman 2011). This means that the teacher is spending more time dealing with disruptive students and their behavioral needs than students who are not disrupting the class but are in need of academic support. Another study concluded that challenging students’ behaviors in urban schools have created a situation where the primary goal of the teacher is behavior management rather than academic achievement (Gardner & Miranda 2001).

The truth is, that most schools are gauged on their success by purely looking at academic achievement. Therefore, it should be noted that academic instruction and social behavior are intertwined (Gardner & Miranda 2001). Disruptive students take away the teachers’ impact on peers in their classroom as well as their own learning. There is a need for effective behavior management systems not just for teachers and non-disruptive students to achieve, but also for those students who require extra behavior support. Every time a disruptive student is removed from class and suspended because of their behavior, they lose out on education (Cartledge, Dentekke, & Loe 2001).

Removal from the classroom because of behavior becomes a much larger problem when we look at statistics of which students are more likely to be removed. There is more
at stake than just academics, and the next section looks at the need for equality in behavior management.

Current Need - Equity

It is widely known that across the nation, African American males are more likely to be identified for special education for behavior disorders than their white male counterparts. Nationally, 1.3% of African American students are labeled with behavior disorders, which is twice that of European American students. (Gardner & Miranda 2001). The behavior referral rate for African American students is two to four times greater than white students and African American males are four times more likely to be suspended than their white peers; this is held true across all grade ranges (Boneshefski & Runge 2014).

This leads to another problem: students with a history of suspensions are 78% more likely than their peers to drop-out of school (Boneshefski & Runge 2014). This is important to understand as we look at the need for effective behavior management in schools. The fact that research shows that there is inequity in identifying students of color for behavior disorders, and that this later leads to academic inequalities, means that it is important to invest in behavior management systems that are research based and work with this student population.

There are several studies out that try to tackle the issue of why there is a disproportionate amount of low-income African American students being identified for special education. One study had a comprehensive plan that can help African American students in school; the author found that the main component needed is a strong behavior
management plan (Gardner & Miranda 2001). Another article followed African American gifted students in inner city schools for 18 months. The study concluded that for all students to be successful, there needs to be a school-wide behavior management support system (Cartledge, Dentekke, & Loe 2001).

Behavioral problems have also been linked to low academic success in young girls. One study conducted research in elementary schools; the study found that there was a negative correlation between academic achievement in girls who had aggression and misbehaviors. The researcher states that there is a need for more behavior interventions to prevent this type of inequality (Risser 2013).

**Current Need – Teacher Retention**

Difficulties with student behaviors are one of the reasons up to 20% of new teachers leave the teaching profession within the first year and 42% within the first 5 years (Shook 2012). Black & Fernando’s study echoed these findings and stated that, “unruly behaviors in the classroom increase the emotional distress of teachers, which is a principle reason for job dissatisfaction and poor teacher retention” (Black & Fernando 2014). And again, this message is seen in a study by Powell, Boxmeyer, Baden, Stromeyer, Minney, Mushtag, & Lochman, “disruptive students lead to higher levels of frustration, stress, and burnout in teachers.”

Research by Bilbou & Stogiannidou as well as Cartledge, Dentekke, & Loe found that the top behaviors teachers cited as causing the most stress and frustration are:

- Disobedience and noncompliance (interrupting, talking back, not following classroom rules)
- Disruption (drawing attention to themselves, talking out, noise making)
- Disturbing others (obstructing work from others, hitting others)
- Off task-behavior (frequent trips to the bathroom, day-dreaming)
- Aggression (verbal threats to teachers and students, and fighting)

Among these, teachers ranked disobedience and off-task behavior as the most common and the worst problems (Bilbou & Stogiannidou 2000).

These behaviors impact the self-efficacy teachers have about their behavior management. This is especially hard on new teachers who are more affected by the instructional disruptions caused by behavior problems than their more experienced peers (Feuerborn & Chinn 2012).When teachers have low self-efficacy due to poor classroom management, they are more likely to report feeling overwhelmed. Whereas teachers who have strong self-efficacy in behavior management have students who perform better in reading, arts, and social studies (Gaudreau, Royer, Frenette, Beaumont, & Flanagan 2013). In the same Gaudreau study, it was found that teachers with higher self-efficacy in behavior management were more likely to try new interventions and less likely to use punishment in their own classrooms (Gaudreau, Royer, Frenette, Beaumont, & Flanagan 2013). If teachers had an effective research-based behavior management system that they could implement with fidelity, it may remove a huge barrier that is stopping them from trying more academic interventions, increasing their effectiveness as educators.

Teacher Behavior Management Training

As the articles in the first section show, there is a clear link between disruptive behaviors and academic success. What I want to explore further is what type of pre-
service trainings do teachers have to prepare themselves to manage a classroom. The United States Education Secretary, Arne Duncan, said, “American teaching colleges are doing a mediocre job of preparing teachers because so many teachers across our nation are failing due, in part, to a lack of classroom management skills” (Ratcliff, Jones, Costner, Savage-Davis, Sheehan, & Hunt 2010). From my findings, a lot of teachers agree with this quote and most teachers feel unprepared when it comes to behavior management. As schools hire more novice teachers, it is important to look at how they can supplement their lack of behavior management training.

Randi Weingarten, president of the American Federation of Teachers, said, “Managing student behavior is one of the least understood yet most complex aspects of teaching and seems to be the hardest single skill to master for many teachers” (Ratcliff, Jones, Costner, Savage-Davis, Sheehan, & Hunt 2010). One study looked at teacher self-efficacy when they have classroom management training. Teachers with stronger self-efficacy have better educational practices and student achievement. The study cites that most pre-service teacher training programs provide very little behavior management training. This lack of training then leads to most teachers feeling unprepared and overwhelmed by student behavior (Gaudreau, Royer, Frenette, Beaumont, & Flanagan 2013).

A study by Bilbou and Stogiannidou found that most teachers with lack of behavior management training related their students’ misbehaviors to their students’ upbringing and family; while minimizing how their own role, as the classroom teacher, may impact student behavior. The study also looked into how teachers dealt with
problem behaviors; choosing to ignore problem behaviors was found to be the most common way teachers dealt with problem behaviors while using punishment was the least common (Bilbou & Stogiannidou 2000). Bilbou and Stogiannidou found that these were not effective ways to handle classroom management and that there was a need for more formal training. Bilbou and Stogiannidou were not the only researchers to find that teachers are using ineffective strategies to promote student compliance. In a study by Christle, Jolivette, and Nelson, they found that in schools with at-risk students, staff members were using ineffective strategies. And when interviewing administrators, staff, and observers, all agreed that there is a need for training in behavior management skills (Christle, Jolivette, & Nelson 2005).

Not only is there a need for pre-service training for teachers, but there is also a need for more professional development opportunities for teachers who are already in the classroom. In the Powell, Boxmeyer, Baden, Stromeyer, Minney, Mushtag, & Lochman study, which found that disruptive students lead to higher teacher burnout, they also looked at trainings that happen during the school year. They found that there is a need for training when implementing a new behavior management system. However, they concluded that most teachers do not receive enough professional development when implementing new behavior management systems. The study shows that most management interventions come with a 1-to-2 day workshop to train teachers; and although this may seem adequate and economically efficient, it is not effective. The study found that training workshops alone, without support, was not an effective way to implement new behavior management policies (Powell, Boxmeyer, Baden, Stromeyer,
Minney, Mushtag, & Lochman (2011). Without ongoing training and support for all staff, new classroom management systems will not be effective.

Teachers are concerned with the social-emotional well being of students. However, teachers feel unprepared to address these social-emotional needs in the classroom. Many teachers are not provided the training needed to provide behavior support (Feuerborn & Chinn 2012).

Nonverbal Management

The research and studies in this capstone show that there is a strong need for teachers to be trained in behavior management. Schools across the nation have recognized this and many schools are looking into nonverbal management techniques. The question I want to look at in my research is: What impact do nonverbal behavior management strategies have on an elementary classroom? Schools are looking to solve the behavior management deficit that teachers come into the field with and it is imperative that administrators are putting their money towards an effective system. This section of the literature review will look closely at what nonverbal management looks like in a classroom.

Defining Nonverbal Management

When looking at nonverbal techniques teachers use, I will be considering gestures, breathing, paralinguistics, proxemics, eye-gaze, haptics, pictures and written directions, posture, and classroom appearance.

- Gestures are visible body movements made by the teacher in replace of, or in conjunction with, speech
• Breathing in nonverbal communication consists of:
  o High-breathing, where the teacher is taking short quick breaths
  o Low-breathing where the teacher is breathing deep and slowly

• Paralinguistics consists of the tone, pitch, and intonation a teacher uses when speaking to students

• Proxemics, or proximity, is the distance between the teacher and the students

• Eye-gaze refers to where the teacher is making eye contact. Eye-gaze can be towards the student, making eye contact, or away from the student modeling what the teacher wants the student to look at, such as looking at the student’s work or book

• Haptics focuses on the teacher touch. Teachers may use touch by touching a student’s shoulder to get their attention or by touching the student’s work to bring their focus back to an assignment

• Pictures and written directions are visual ways to explain directions. This is to replace the teacher needing to vocalize all directions after different steps are completed

• Posture refers to how the teacher is standing when in the front of the class, when working in small groups, and when helping individual students

• Classroom appearance refers to how the classroom is set up. This includes color schemes, furniture, and accessible pathways to walk around the classroom.
In my review of literature, there is a mix of these that researchers use when looking at nonverbal cues.

**Incorporating Nonverbal Techniques into the Classroom**

When thinking about management it is worth noting what Margaret Schmidt, associate professor of music education at Arizona State University says, "Classroom management is not the same as discipline. Classroom management is proactive; discipline is reactive" (Poliniak 2011). A lot of teachers downplay how much they control the misbehavior in their own classrooms. Teachers need to be accountable for their actions and manage themselves in the classroom first. Teachers add to student misbehavior through over-talking, not having enough work for students to do, and taking too long between activities; teacher-talk is one of the main culprits for disengaged students (Poliniak 2011). It is interesting to note that 40% of common classroom disruptions can be solved with teacher body language (Grubaugh 1994).

Many teachers use nonverbal cues when teaching, however if they are not trained in how to use them correctly, they can sometimes conflict with what the teacher is saying and asking students to do. A study by F. D. Susi found that “A basic tenet of nonverbal communication holds that when what is seen and heard are in conflict, people tend to believe what they see over what they hear” (Susi 2002). So when a teacher is saying one thing, students will react to the teacher’s nonverbal. This reinforces how powerful nonverbal cues are. Take for example a teacher who is asking for students to be still and pay attention to the front of the room; the teacher does this by moving around and talking. Students hear the verbal directions yet are given non-verbal directions that it is
still alright to continue talking and moving around; when auditory and visual directions contradict each other, students will follow the visual cues more often. This is important to keep in mind with how students model themselves after the teacher and how it is the teacher who controls the behaviors in the classroom.

For many teachers, a lesson can be broken into parts. I will be focusing on how nonverbal management fits into three typical parts of a lesson. The first part I will focus on is getting student attention, often called the launch. I will then look at how nonverbal management tools are used after the launch and when students have started their independent work. Finally, I will review research that looked at how nonverbal management can be used to reinforce student behavior in the classroom. The research I reviewed does not only describe what nonverbal management techniques look like in the classroom, but also the impacts each of these techniques has on the classroom and student behavior.

**Nonverbal Techniques - Launch**

There are many ways to incorporate nonverbal techniques into a classroom. When getting student attention, everything from the teachers’ face, their body, and tone of voice can fall into a nonverbal management category (Babd, Bernieri, & Rosenthal 1987). Setting up the launch with nonverbal techniques, allows for a smooth transition into using nonverbal tools for the remainder of the lesson. In a study by McDaniel, it was observed that a teacher who would get the attention of all students’ in a nonverbal manner before giving instruction had less disruptive behavior during the lesson (McDaniel 1986).
Getting the attention of students in a nonverbal management system might look like the teacher standing up in the front of the room silently; after some of the students have noticed the teacher, the teacher might use their voice or a chime to gather the rest of the students’ attention. According to research by Michael Grinder, this is when a teacher will use the nonverbal tool of the pause. Pausing allows for students to settle and focus on the teacher (Grinder 2009).

Nonverbal Techniques - Visual Exit Directions

Once the teacher has the students’ attention and has taught the lesson, it is time for them to release the students into the student-work portion of the lesson. Giving clear directions before students are sent to do independent work is a nonverbal management technique. However, this consists much more than verbally telling students what they will need to do. When giving directions for independent work in a nonverbal management system, the teacher will give the verbal directions with a visual cue such as written words or a picture for students to refer to throughout their work time. The teacher will also ask if there are any clarifying questions about the directions and include those answers in written or picture form on the directions (Grinder 2009). The directions the teacher uses to send students off to their independent work is a key part of nonverbal management. It was observed that teachers who stated the assignment, the directions, and the time constraints had students with higher time on task; in a nonverbal management system these steps are called visual exit directions.

Visual exit directions are a nonverbal technique to get students on task and to stay on task. Then, once students have been released to start their work, the teacher will not
prompt the students; instead they will wait until all students have attempted the assignment, by using the visual directions, before going out into the classroom and offering assistance (Bassette & Taber Doughty 2013). It is important to use visual signs including nametags, visual agendas, and visual rules and to only put up items that are necessary. This allows the teacher to point to these visuals, as they are needed, for management (Battersby & Bolton 2013).

Nonverbal Techniques – Redirection

Once students have started their work, there are nonverbal management techniques that keep students on task. McDaniel observed teachers who used nonverbal monitoring, proximity, and redirection in their classrooms to hold students accountable. Teachers would stand silently at the front of the room to monitor activity and wait for students to settle into their work. When all students had attempted the work, teachers would then privately help individual students. In between assisting students, teachers would stand-up fully, and scan the classroom to continue monitoring behavior. If students were off task, the teacher would use proximity to bring the student back to their work (McDaniel 1986).

When students did need assistance it was important for teachers to use a private voice with students. In one study, it was found that teachers with low soft-voices had better control of classrooms (McDaniel 1986). To empower students, it is also recommended that teachers nonverbally direct students to the visual exit directions; by gesturing to the visual exit directions, students are able to find the information they need (what assignment to work on, time constraints, where to put finished work) and become
self-sufficient. Another researcher observed the use of flash cards instead of verbal signals to redirect students (Battersby & Bolton 2013).

Despite preemptive measures such as visual exit directions, scanning, proximity, and private voice levels there will still be disruptions in any class. The research I reviewed looked at how teachers chose to handle these disruptions. The McDaniel study concludes that there is a lot a teacher cannot control, but they can control how much simplicity or stimulation there is in their classroom and should change the layout of their lessons as needed. The study says teachers should not redirect in front of the whole class, and should keep redirection private. Keeping redirection in a private voice or with a mild gesture towards student work, minimizes the chance of the teacher getting other students off task. The research also states that teachers need to anticipate when students may disrupt and plan ahead so that they are not caught off guard. A key point of this study was that for nonverbal management to be successful, teachers must be consistent (McDaniel 1986).

**Nonverbal Techniques - Positive Reinforcement**

However, nonverbal management should not be thought of as a tool only used for redirection. It can also be used as a way to reinforce desired behavior without using verbal signals. A study by Battersby and Bolton followed a music teacher who started using nonverbal management techniques in her classroom. The teacher dropped beads in a jar for positive reinforcement and shook the jar when she wanted students to get back on task (Battersby & Bolton 2013). Another nonverbal reinforcement strategy that was
researched was the use of private notes. The teacher would write positive reinforcement notes to students, keeping the praise private (Howell, Caldarellal, Korth, & Young 2014).

Using nonverbal strategies for praise had results in another study. Teachers who used nonverbal strategies for educational and management purposes had students who were able to identify and act accordingly for both. The researcher also found that the teacher could use nonverbal techniques as positive reinforcement such as an open palm and a smile. Also, when the teacher supervised during work time, they did this primarily through nonverbal management techniques, however students still expressed that they knew they were being monitored and acted accordingly. Even during redirection, the teacher used nonverbal communication and achieved the desired results. This was recreated with English language learners and it showed that even with no background knowledge of what the nonverbal sign meant, they were able to identify what was being asked of them (Sime 2006).

Other Impacts of Nonverbal Management

Aside from behavior management and student time on task, it has been found that nonverbal management tools can also build relationships. In a Babd, Bernieri, and Rosenthal study, teachers were video-taped in 10-second clips and evaluated to decide if the teacher seemed nondogmatic (democratic, flexible, and warm) or if the teacher had a negative affect (hostile, condescending, and tense/nervous/anxious). The results found that elementary teachers were dogmatic and that this came from both facial expressions and tone of voice. When elementary teachers were found to have a negative affect, it was attributed to students viewing the teacher as having negative facial expressions (Babd,
Bernieri, & Rosenthal 1987). Students built a relationship with their teacher, either negative or positive, and it was through facial expressions, not verbal praise or discipline. Another study found that one of the benefits of nonverbal behavior management included students feeling safe (Battersby & Bolton 2013).

Nonverbal behaviors can also increase student-teacher relationships through praise. One study by Gable, Hester, Rock, and Hughes looks at the relationship between rules, praise, ignoring, and reprimands and which of these has the most positive influence on student behavior. The article goes into the different ways teachers can administer praise. The article says that praise is most effective when it is given in a way that is acceptable to the student. The student might prefer nonverbal to verbal praise, or private verse public praise. When teachers are close in proximity, it makes the praise more valuable (Gable, Hester, Rock, & Hughes 2009). The authors also bring up private reprimands, something else that is part of nonverbal management. Using a private voice and close proximity are all parts of nonverbal behavior management and this article looks at the effectiveness of both. Students will think and feel differently towards their teacher based on body language, regardless of verbal cues (Holloman & Yates 2013).

Another study that found that nonverbal praise, in the form of private notes from the teacher, could have a lasting impact. The research looks at the impact notes have on students with disruptive behaviors. The study was conducted in a Title 1 elementary school. The author defines praise as positive reinforcement and an action that will increase the desired behavior. The author found that praise increased student on task behavior and strengthened student teacher relationships. This article also compares verbal
praise to a nonverbal praise-note; the author found that nonverbal praise on a note allowed students to be reinforced when the note was given, again when they showed it to their parents, and again if they chose to hold on to it and read it at a later time (Howell, Caldarellal, Korth, & Young 2014).

**Nonverbal Management: A Continuum**

One important takeaway from the use of nonverbal management is that it is part of a continuum. It is essential for teachers to remember that nonverbal management is part of a continuum, and on harder days, a mixture of nonverbal and verbal techniques may need to be used. Then when behaviors deescalate, teachers can resume back to smaller nonverbal cues. A Jones, Jones, and Vermete study followed the use of eight behavior management techniques and how they are used on a continuum. The authors cite another study that shows that 82% of a teacher’s communication is nonverbal. In this article, the authors state that the key is not just nonverbal cues, but also consistency. Therefore, when verbal redirection is needed, it is most effective to use a low private voice; meaning teachers are mixing their consistent nonverbal cues with another attention grabbing technique (Jones, Jones, & Vermete 2013). The continuum is a way for teachers to reevaluate their nonverbal cues when students are not responding.

When it comes to student responses to nonverbal management cues, there is a Brulle and Brulle study that looks at five different ways teachers give students directions: verbal, nonverbal, verbal with physical assistance, nonverbal with physical assistance, and physical assistance. The researchers found that the most commonly used method was verbal directions, but students responded best when verbal directions were given with
physical assistance or nonverbal directions were given with physical assistance (Brulé & Brulé 1994). I will be counting physical assistance (pointing, gesturing) as nonverbal teacher behavior.

**Summary of Chapter Two**

This chapter reviewed the literature on nonverbal classroom management techniques. The earlier half of this chapter looked at the current needs for an effective behavior management system and what is currently being done to prepare teachers. This allows me to see that there is a need for consistent management systems outside of my own experience within the school I teach at.

This chapter also looked into what defines nonverbal strategies in a classroom. These definitions help me understand what it is I am researching and what it looks like in a classroom. This review also explained how teachers are currently implementing nonverbal strategies, and shares the results.

**Preview of Chapter Three**

The next chapter will explain the details of my plan. I will describe the location of the study as well as describe the participants. In this chapter I will explain in depth what nonverbal strategies will be used and how their outcomes will be tracked. I will also give an explanation as to why I suggest collecting the student data in a quantitative format and my own reflections in a qualitative format.
CHAPTER THREE

Research Methods

Introduction

My literature review provided me with research about nonverbal techniques and how they fit in a behavior management system. The review also looked at some of the benefits from implementing nonverbal techniques into a classroom. This chapter looks at the methods I implemented into the pacing-guide. I also explain what methods were used for data collection that will answer my research question: What impact do nonverbal behavior management strategies have on an elementary classroom? The purpose of this chapter is to explain the setting of my research, how I conducted my research, and why I chose to collect and track data in a quantitative manner.

I want to be clear that this capstone does not have data on any specific students and instead looks at my class responses as a whole. The current district my school is in, does not allow for data collection on students for Master’s programs. For this reason, I am sharing a guide as to how I would recommend the data be collected in the future, and the impact it had on my own teaching instruction time. It is possible that this capstone can be used as a stepping-stone for schools, teachers, and behavior teams; they could use this information and the guidelines to collect their own data as long as it stays within their
school. I collected data for my own professional development purposes using these steps, however specific student data is not shared publicly or within this capstone.

Overview

The following is a chapter about what methods could be used in researching the question: What impact do nonverbal behavior management strategies have on an elementary classroom? In this chapter I explain the setting where the research took place, the participants of the study, what nonverbal techniques were used and who they were administered by, the data collection process, and the data analysis.

School Setting

The school where the research took place is an urban elementary school that serves students from pre-K to 5th grade. Following the community/neighborhood school model, the school primarily serves students in the surrounding neighborhood, but the school district operates under the choice school model, so students throughout the district can opt to attend (or not attend) this school. At this elementary school, 95% of students qualify for free/reduced lunch, 31% receive special education services, and 78% of students are Black (Minnesota Department of Education, 2012).

In 2012, only 30% of students were meeting reading proficiency and 13% of students were meeting math proficiency as measured by Minnesota Comprehensive Assessments (Minnesota Department of Education, 2012). This school had gone through three years of a School Improvement Grant given to “turn around” the school. The grant ended in 2013. By June of 2013 the school received another Turn-Around-Arts grant and
in December 2014 the school administration reapplied for a second time to have the School Improvement Grant back in the school.

As part of their efforts to “turn around” in 2012-2013, 11 out of 18 core classroom teachers were first-year teachers. The school continues to struggle with teacher and administration turnover.

Classroom Setting

The research was conducted in my own self-contained 2nd grade classroom. My classroom in one of four second grade classrooms. However, due to high staff turnover, in December 2015 one of the second grade classrooms closed and the students from that classroom were absorbed into my classroom and another classroom adjacent to mine. All of the second grade teachers are first year teachers with the exception of myself who only has two years of experience. When the research begins, there will be 16 students in my classroom.

Participants

Individual student results from the research that I conducted using my pacing guide and outline, are not shared in the capstone due to confidentiality restrictions put in place by the school district. However, the school district does allow for research to be conducted if it is a part of the teacher’s own professional development and if the student results are not published. Below is a description of the participants I used when I conducted research for my own professional purposes. This will also guide others who may use my guide in their own classroom so they understand what age group I was working with when creating different steps and points for data collection.
If someone would like to recreate these steps within their own classroom or school, I have a student permission form that would be sent home (see Appendix A for permission letter and form). The purpose of this form is to make sure families are aware of the research and tracking methods used and assure families of confidentiality. It also allows families an option to not have their student’s data included.

The participants in this study are between 7 and 8 years old. There are 16 students in the class and the makeup is 100% African American, 100% free/ reduced lunch, 25% homeless or highly mobile, and 18.75% on grade level for reading and 12.5% on grade level for math. There are 3 students who have Individualized Education Plans (IEP) for behavior and 4 students who have IEPs for academics.

**Participant Confidentiality**

To ensure confidentiality of participants, several measures were taken. One precaution was through research approval, which was granted by the school and district where the research took place. The research was approved through the district as long as specific student results were not published. The results that are included look at my own teaching strategies and impacts it had on my classroom as a whole. I made sure that all data collection steps in this capstone do not track individual students, but the class behavior as a whole in response to my teaching instruction and use of nonverbal strategies.

**Human Subject Review**

The outline I am used for implementing and tracking nonverbal management does not contain any names of districts, schools, students, or teachers. The data I collected is
for my own use, and my reflection on the data is about my personal experience using the trackers I have created. The data included about suspensions or removals was found using archival data from the Minnesota Department of Education. This data is open to the public and was not used to find a specific student, school, or teacher. The Human Subject Review Committee at Hamline University has unconditionally approved my application for research and data collection related to my capstone.

**Nonverbal Techniques Used:**

The nonverbal techniques used were everything but the literal words: gestures, breathing, paralinguistics, proxemics, eye-gaze, haptics, pictures and written directions, posture, and classroom appearance. I implemented these techniques into my classroom myself; I have taken three nonverbal classroom management classes, and in November 2014 I was certified in ENVoY, a premier nonverbal management system. This means I can implement all seven ENVoY nonverbal strategies within my lessons.

I focused on implementing ENVoY strategies for a very specific reason. For my research purpose, it is important to look at ENVoY because ENVoY is offered throughout the year for teachers to attend, however the district or the teacher’s school must pay for the training. Not only is this a management system often paid for by the district and multiple schools throughout the district, ENVoY is also one of the professional development opportunities my specific school is looking at purchasing with the new School Improvement Grant.

This study looks at the impact is of implementing the ENVoY nonverbal strategies consistently with our population of students. The data I collected showed me
that this is an appropriate use of my school’s funds. The seven strategies I used in my classroom are from Michael Grinder’s ENVoY course:

**Freeze Body:**

This nonverbal recommends that the teacher freeze when they are asking the students to stop or freeze. When a teacher moves while telling students to stop an activity and pay attention, the students are receiving the nonverbal cue that the teacher is not yet ready and they can continue their activity until the teacher is ready. When asking for attention or giving directions I made sure I was still, had the materials I needed, and was in the spot I wanted to give the directions from.

**Above (Pause) Whisper:**

This is another attention getting technique. Instead of matching the noise of the classroom, I went above the classroom with my voice, bell, or other object, paused for a moment, and then whispered the rest of my instructions.

**Raise Your Hand vs. Speak Out:**

When I wanted students to speak out, I cued this behavior by having my palms up when I was ready for responses. However, if I wanted students to raise their hand, I cued this through pointing at my arm modeling a raised hand. When a student spoke out when I wanted raised hands, I did not make eye-contact, but I instead cued them with a point to my raised arm.

**Exit Directions:**

Before I sent students off to do their independent work I gave visual exit directions. This included what task students will do, how long they should do the
task, where to put their work when they are done, and what to do when they are finished with the task. Before sending students off to start their independent work, I would ask if there are any clarifying questions so that students would be able to immediately start on the task. If there were questions, I would write the answer to the question on the exit direction to make sure students have all the information needed to start their task independently.

**Most Important Twenty Seconds:**

Before helping students, I would wait for 20 seconds at the front of the room in a position of high expectations. I would not give any verbal directions and would wait for a minimum of 20 seconds to make sure all students had started on their task before I left my monitoring spot.

**OFF/ Neutral/ ON:**

This is the use of proximity when students are off task. If a student was off task I would approach them from the side or behind. I would wait until the student returned to on task behavior and then take one step back, wait, take another step back, and if the student was still on task, I would move on to another student.

**Influence Approach:**

When redirecting a student I would approach from the side or from behind so that the student’s focus stayed on their work and not on eye-contact with the teacher.

**Data Collection**
My research question is: What impact do nonverbal behavior management strategies have on an elementary classroom? I want to know if training the teachers at my school in ENVoY is an appropriate and useful use for the School Improvement Grant. I looked at data that kept the confidentiality of my students while exploring behavioral issues that are seen across the school and across grade levels.

Specific student data I collected is not shared, but the processes I used to collect my data and the trackers I used are shared in this capstone. I also shared whole class data that is directly related to my use of ENVoY strategies; this does not look at improving a specific student, but instead improving my own actions as an educator. I reflect on how I was able to consistently track data with fidelity. I explain why trackers were updated and edited in order to make data collection reasonable for a full-time general education teacher.

My goal is to provide the resources that will allow others to implement this structure into their own classrooms and schools. If there is a clear way to collect data, using trackers, then it can be used as an intervention in schools; as an intervention, it can be marked successful or unsuccessful in individual cases. The most important thing is that it is being implemented the same way by each instructor and that the data is tracked in the same manner.

Finally, I share my reflections from completing the Skill Forms in Michael Grinder’s ENVoY book. These Skill Forms will have me reflect on teaching in the recommended nonverbal way, and also in the least-recommended way. Tracking my
reflections in these journal-like forms allowed me to make comparisons in how I feel my management and actions impact student behavior.

**Research Paradigm:**

Since my goal is to find out if the effects of ENVoY are enough to justify the money that will be spent to have teachers ENVoY certified, I used quantitative data so that there can be money tied to each behavioral incident. I looked at: student time on task, within classroom transition time, and referrals. These trackers can be found in Appendices B, C, and D with an updated trackers in Appendix F and G. They are teacher created and follow the numerical data collection that Geoffrey E. Mills explains in his book Action Research.

During my research, I kept in mind that my pacing guide and trackers could be used by other schools struggling with behavior management systems. As Geoffrey E. Mills explains in his book Action Research, one of the main components of quantitative data is the belief that “we live in a stable and predictable world that we can measure, understand, and generalize about” (Mills 2014). I wanted to make sure that my data trackers could be used easily in another school, and that the results I saw with behavior could be tracked in another classroom.

**Student Time on Task**

This section has an updated tracker. My first thought when it came to tracking student time on task, was that I would track this during each separate work period and subject. I tried to track the number of students that need redirection during the work period, and also the frequency of individual students. I began this data tracking in a daily
spreadsheet (see Appendix B for the spreadsheet). However, this tracker proved much too inconvenient to use during the regular teaching day. Going back to the Geoffrey Mills textbook, I knew that my findings wouldn’t be meaningful unless I could verify them with direct observations (Mills 2014). However, my trackers were not being completed with the fidelity they required for my research. Because of this, I began to show the trackers to my colleagues to get advice on how to gather data, but in a convenient way; I also clarified that I wanted quantitative data and not observational such as journaling after a lesson. My school’s psychologist came up with the idea of using an “attempt v. compliance” line (this tracker can be found in Appendix F). I chose the nonverbal skills that relate to student off-task behavior and redirection: Stand and Scan, Off/Neutral/On, and Influence Approach. I put a tally next to the “attempt” side of the line every time I attempted one of these nonverbal management techniques. Then, if the off-task student or students comply and go back on task, I put a tally in the “compliance” section. The goal is to eventually have the same number of tallies in the compliance section as the attempt section. This tracker also has the added benefit of letting me know which nonverbal redirection techniques work the best in my classroom because I can compare the compliance ratio between all three.

I compared the data of compliance from the beginning of the data collection period to the final data collection and see if there was a change in off-task behavior after students became familiar with nonverbal cues and visual exit directions. I looked to see if I needed to use these skills less frequently and if compliance increased over time. Off task behavior was considered:
• Out of area
• Talking to peers
• Not attempting to complete work
• Working on a different assignment than the one assigned

It should be noted that the tracker (Appendix B) proved ineffective during the first cycle of tracking data. During this cycle I created a new tracker (Appendix F). The original tracker proved to be too inconvenient during a normal lesson and teaching routine. The original tracker, looked at specific students and incidents. The new tracker is streamlined and looks purely at the frequency of the off task behavior, which is defined above, and the compliance with the nonverbal technique. This is a way to look at frequency of off-task behavior (did it improve over time with consistent use of all seven nonverbal techniques?) and also compliance with nonverbal redirection (did compliance increase as the nonverbal redirection was consistently used?).

**Within Classroom Transition Time**

I timed how long it takes from giving the final exit direction to all students starting the task. This was timed as I was in the Most Important Twenty Seconds of ENVoY. My original thought was that I would track transition time for each subject that has an independent work section. However, just like with my “Student Time on Task” tracker, this proved to be inefficient and too time consuming. I decided instead to only track the transition time for one subject and compare this over time. I subject I chose to track transition time for was reading. I chose this because it has a similar set-up for the launch/mini-lesson every day and students have all of their materials in their seat-sacks at
their desks, so there will be no teacher-related data contamination such as the teacher forgetting to put out materials needed for independent work, leading to a longer transition time that had nothing to do with student behavior.

I tracked the time starting from when I released students to the independent work portion, to when all students have attempted to start their independent work (see Appendix C for the time tracker). I recorded the time it takes to transition (in seconds), the date, and the day of the week. Each recording sheet holds ten days, or two weeks of data. Multiple recording sheets were used throughout the data collection process. I chose to look at two-week intervals on the same data sheet because it allows for comparison between days of the weeks and may show patterns that happen consistently throughout weeks.

**Referrals**

Finally, I will also be tracking the number of referrals my class receives. Referral data is something both my school and district look at when making behavior management decisions. Administration tracks referrals and suspensions and has even announced suspension and referral numbers at school-wide assemblies in an effort to bring the numbers down. My original plan for collecting referral data was to track the number of referrals each day for my class as well as the frequency per student (see Appendix D). My data collection plan was not only to track the frequency, date, and day of the week, but also to distinguish if the referable behavior is happening within my classroom, which is implementing nonverbal management, or in another classroom, such as specialists or
lunch, which do not implement these nonverbal management techniques. However, just like with my other original trackers, this system did not work for an everyday teacher.

I decided that I needed to create a new tracker to better meet my needs. I designed the updated tracker (Appendix G) to track the referrals class-wide. I thought this was a better way to track the referral data since I want to show how ENVoY can be used with entire classes, even with students who may be harder to manage. This new tracker does not differentiate between students and allows me to look at the effects my use of ENVoY has on my whole class. However, I still included a section in this tracker that allowed me to differentiate which referrals came from: Homeroom or Other. I was updated through email or in person about any referrals that my students received outside of my classroom. I would put a tally in the homeroom box every time I had to write a referral, and a tally in the other box when I was updated about an out-of-class referral. This allowed me to keep a running tally for the week.

Pacing Guide

My research is looking at the importance of implementing ENVoY with fidelity into a classroom. Therefore, when implementing my strategies, or using this as a pacing guide, it should be noted that the person implementing should be knowledgeable about ENVoY and capable of implementing it within their classroom consistently.

Then, the teacher should select a start date and collect baseline data for their class using the trackers provided in the appendices. Since behavior will not improve immediately, the baseline data could be averages over the week; it is recommended that
the teacher try to collect several data points throughout the week to get a strong weekly average.

After baseline data has been collected, the teacher should continue to track data within their classroom. Again, it is important to collect multiple points of data throughout the week. In an ideal implementation of this plan, the teacher should collect data on the same days, at the same times, with the same students. However, with student turnover, school-wide events, teacher and student absences, and other day-to-day classroom distractions it may be hard to collect data during the same times every week. By collecting several points over the week though, the teacher can average weekly progress and behavior.

After three-months of data have been collected, about 12-weeks of school, the teacher should be able to compare data points across weeks. If there is an improvement in one, or many, of the behaviors being tracked, then the teacher should continue with implementation.

My Timeline

The following is the timeline I used when implementing this research. This is the step-by-step way I collected data:

1. First, I decided on what I wanted to track, and created trackers for my data. I decided on tracking:

   a. Student Time on Task (Original is in Appendix B, Updated is in Appendix F)
i. I chose to track Student Time on Task because this is related to instructional time. This is also a great opportunity to use several different ENVoY strategies. Also, off task behaviors can start out small, but then escalate and turn into larger behavior issues and can disrupt other students. If I could increase time on task, then I could potentially decrease referable behaviors and other students becoming off task.

b. Transition Time (Appendix C)

i. I chose to track transition time because this is also related to instructional time. The longer a transition is, the longer students have to wait before the teacher is ready to assist them. Also, this time is considered one of the Seven Gems in Michael Grinder’s ENVoY text. Finally, if there is a long transition time, some students use this to become further off task and disrupt the learning of others; by creating short and efficient transitions, I am hoping to eliminate students becoming further off task and disrupting others.

c. Referrals (Original is in Appendix D, Updated is in Appendix G)

i. I chose to collect referral data because it is something both my school and district look at when making behavior management decisions. My hope is that is ENVoY is effective in the other two areas I am tracking, and then I can see this in the weekly referral data.
2. Next, for the first week, I implemented my system with fidelity. I made sure to track, times, use random letter assignments, and collected all of the different data points. By the end of this week, I realized that I could not continue with these current tracking systems. I reflected and created the updated trackers. I updated the Student Time on Task tracker (Appendix F) so that is looked at the class as a whole and not individuals, I decided to use the same tracker for Transition Time (Appendix C) but changed the way I tracked data, I would now only be collecting transition time during reading so I could compare one subject’s improvement over time. I also updated my Referral tracker (Appendix G) to track weekly referral rates and compare class progress instead of individual progress.

3. For the next four weeks I collected data using the new trackers.
   a. Student Time on Task
      i. This is a tracker I would use for each subject. I would try to do each subject everyday, however this did not happen everyday for every subject. Yet, with this tracker, and labeling the date and subject, I was able to get several data points throughout the week that I could average for weekly data and compliance percentages. Every time a student or group was off task, I would choose one of the three nonverbal strategies listed on the tracker. When I attempted that strategy, I would put a tally on the “attempt” side of the line. If the student or group complied and went back on task, then I would put a tally on the “compliance” side of the line. If the
student or group did not comply, then I would not put a tally on the compliance side. At the end of the day, I would compare how many times I attempted a nonverbal strategy and how many times it was complied with.

b. Transition Time

i. This tracker I used for the subject of reading. After I had given the last visual exit direction and answered any clarifying questions, I would release students to their independent work with the signal “One, two, three. Off you go.” I would then wait in the Most-Important- Twenty- Seconds (MITS). This was not always 20-seconds. Sometimes MITS is longer or shorter depending on how quickly students become engaged and on task. I would time my class from when I gave the “go” signal to when the last student was on-task. I tracked this in seconds, along with the date, and the day of the week.

c. Referrals

i. This tracker I used throughout the week. Every time I wrote a referral, I would put a tally in the Homeroom-referral box. If a student received a referral outside of my classroom, I put a tally in the Other-referral box. At the end of the week I would add up all of the tallies and write the total number of weekly referrals in the total-box.
4. After the first four weeks I had an observation and coaching session done by one of the ENVoY specialists. This first coaching session feedback can be found in Appendix H. I had this coaching session as a way to make sure I was implementing all seven of the ENVoY gems correctly and with fidelity.

5. After my first coaching session I did another four weeks of data collection. I then had my second coaching session. This was the same ENVoY coach as before. The feedback from this coaching session can be found in Appendix I.

6. After my second coaching session I completed another four weeks of data collection. During this four week session I also filled out the reflection sheets in Michael Grinder’s ENVoY text. This allowed me to reflect on improvements I am seeing as well as try the recommended and least recommended ways to behavior manage.

How I Analyzed the Data

If this process is implemented by teachers and used to track the effectiveness of nonverbal management, they could look at the data points collected over the research period and look for trends. What impact do nonverbal behavior management strategies have on an elementary classroom? In my own professional research, I looked to see if there were any connections between when certain behaviors began improving. I looked for clues to see if there was one behavior that improved quicker than others.

My original plan was to collect data daily and track daily improvement. Once I began collecting data however, I realized that behavior management is on a continuum and different tactics will work on different days. Also, I realized that implementing
nonverbal techniques would not change my classroom management and behaviors overnight, it would be a gradual progression to better management and more time on task. Therefore when I analyze my data I will be looking for progress over weeks and not days.

**Summary of Chapter Three**

This chapter gives an overview of what my research entails. The first section of this chapter is an overview of the setting and the participants. The next section covered what nonverbal strategies I specifically implemented and why I have chosen to do ENVoY specific techniques. This chapter ends by explaining how I collected my data and how it is compared and used. I will share this data with my school’s administration as we look at funding new management systems in our school as well as with the Action Research committee in my school district. What will be shared in the following chapters are my classroom results (not identifying any students or small groups), my own adjustments to trackers and ease of use, and my reflections on filling out the Michael Grinder ENVoY skill forms.

**Preview of Chapter Four**

In chapter four, I will report what results were collected over time and how they can be used in further behavior management professional development. In my personal data collection, I am tracking three effects in the classroom: time on task, within classroom transition time, and referrals. I will report on the collection of each one separately and also will report them together to see if there are any unique correlations between improvements in any of the three.
The data I will share and publish is the data from my class management as a whole, my experience using trackers in the classroom for behavior, and my reflections filling out Michael Grinder’s ENVoY Skill Forms. This chapter will conclude with what benefits there are when implementing a nonverbal behavior management system in an elementary classroom.
CHAPTER FOUR
Data Results

Introduction

Chapter Three described my action plan and how I collected data. I followed the step-by-step timeline as given and collected 14-weeks of data, which can be found in Chapter 3 as well as Appendix J. To complete my action plan I had to work with my grade level team, my administrator, my school psychologist, and my ENVoY coaches. I will use what I have learned in Chapter 3 to answer my research question: What impact do nonverbal behavior management strategies have on an elementary classroom?

This chapter will show my data results and I will explain how the data works together and any conclusions I have drawn from the data. I will explicitly look at connections between pre-and post data. This chapter will also describe the impact my research with ENVoY has had on my students and my practice as a teacher. I will also explain how the coaching sessions for my EVNoY certification impacted my capstone and the results.

Overview

The following chapter looks at the results from my data collection process. There are sixteen sections in this chapter. The first sections look at the type of data I collected,
and then is broken down between qualitative and quantitative data. Within the quantitative data section, I include charts with written descriptions of what the data shows. I then include graphs for a visual display of the data I collected. Next, I look at the impact on student learning and achievement. After I link the data to student achievement I cover the data from my two coaching sessions and my reflections on filling out the ENVoY Skill Forms. Finally, this chapter closes with a brief summary of the chapter and a preview into Chapter Five.

Types of Data Collected

I collected a variety of data connected to my students, my own learning, and also my own practices as an educator. The data collected on my students is addressed in Chapter 3. The type of data I was focused on when answering my capstone question was quantitative. However, there were also qualitative aspects that I did not record in any tracker.

Qualitative Data

The original focus of my action research was not on qualitative data. However, the unexpected qualitative data that did arise is an interesting aspect of my research. I did not track (dates, names, etc.) when the qualitative data was shared, but the following is what was collected regarding students, teacher, and teacher practice:

- Parents made comments that their student was coming home and saying that they “liked” school and that they understood what to do at school.
- Students began saying “I like this class” and “Can I be in your class next year?”

Students also began to comment on the misbehavior they saw from other classes,
“They aren’t good like our class” even though these classes were exhibiting similar behaviors my class did before the implementation of the ENVoY skills.

• More visitors would walk into our class (with an open door) and comment that “the whole class is working” and make remarks about how students seemed to be on task.

• In my own SOEI observation, I received two “Exemplary” ratings in both classroom instruction and classroom environment. Both of these were directly influenced through my use of ENVoY within my lessons.

Quantitative Data: Overview

The focus of my research was tied to quantitative data. I looked at quantitative data regarding time on task, transition time, and number of referrals. The data was collected over a consecutive 14-week cycle.

• Time on Task - Stand and Scan: For this data, I looked at how many times I attempted this nonverbal strategy, and how many times students complied. At the beginning of the data cycle, students complied only 60% of the time. However, after they became familiar with me doing this, their compliance rose with a high of 81% and an average of 71% over the 14-weeks.
Table 4.1 - Time on Task: Stand and Scan

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
<th>7</th>
<th>8</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance Percent</td>
<td>60</td>
<td>64</td>
<td>59</td>
<td>60</td>
<td>70</td>
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<td>73</td>
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<td>77</td>
<td>78</td>
<td>81</td>
<td>77</td>
<td>75</td>
</tr>
</tbody>
</table>

- Time on Task – Off/ Neutral/ On: For this data, I looked at how many times I attempted this nonverbal strategy, and how many times students complied. At the beginning of the data cycle, students complied 80% of the time and compliance rose with a high of 100% and an average of 87% over the 14-weeks.

Table 4.2 - Time on Task: Off/ Neutral/ On

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
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<th>3</th>
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<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
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<tr>
<td>Compliance Percent</td>
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<td>90</td>
<td>100</td>
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<td>90</td>
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</tbody>
</table>

- Time on Task – Influence Approach: For this data, I looked at how many times I attempted this nonverbal strategy, and how many times students complied. At the beginning of the data cycle, students already complied 100% of the time. There was an average of 99% compliance over the 14-weeks.

Table 4.3 - Time on Task: Influence Approach

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
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<tr>
<td>Compliance Percent</td>
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<td>100</td>
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<td>90</td>
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<td>100</td>
</tr>
</tbody>
</table>
• Average Transition Time: For this data, I looked at how many seconds it took for students to transition from when I release students to their independent work in reading, to when all students have attempted to start their independent work. At the beginning of the data cycle, student transition time averaged 48-seconds for the first week. However, after they became familiar with reading the exit directions and me standing in the Most-Important-Twenty-Seconds position, their transition time dropped to 22-seconds by the end of the 14-week cycle. The average transition time over the 14-weeks was 31-seconds.

Table 4.4- Average Transition Time

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
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<th>14</th>
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</thead>
<tbody>
<tr>
<td>Time in seconds</td>
<td>48</td>
<td>44</td>
<td>41</td>
<td>43</td>
<td>35</td>
<td>32</td>
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<td>27</td>
<td>25</td>
<td>23</td>
<td>25</td>
<td>22</td>
<td>23</td>
<td>22</td>
</tr>
</tbody>
</table>

• Referrals: For this data, I looked at how many referrals my class received each week. I looked at referrals received within the homeroom classroom, and those received during other parts of the school. The other parts of the school where students could receive referrals were: hallways, cafeteria, specialists, and recess. The total number of referrals (combined homeroom and other) started at 2-per week and rose to 3-per week with a high of 4. The average number of referrals for 14-weeks was 3. When looking at just the homeroom data, there was only 1 referral for the entire 14-week cycle, which occurred in week 2. When looking at only referrals that came from outside of the homeroom classroom, students started with an average of 1 referral per week for the first three weeks. Then, this number
rose to over 3 referrals per week from week 5 to week 14. There was no
significant decrease in referrals over the 14-week cycle.

Table 4.5- Referrals

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
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<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
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<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Homeroom</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Other</td>
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<td>4</td>
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<td>4</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Quantitative Data: Visual Graphs

Figure 4.1- Time On Task
Figure 4.2 - Transition Time
Figure 4.3 - Referrals

Figure 4.4 - Total Referral Makeup
Data Breakdown: Impact on Student Learning and Achievement

The data collected for my capstone research gave me a lot of information to use in my future planning. A full interpretation and analysis of the data can be found in later parts of this chapter. However, I would like to cover some general findings and explain what the data charts and graphs show. Below is a summary of what can be found when looking at the data charts and visual data graphs.

By looking at the charts and graphs it can be seen that students respond to all three types of nonverbal techniques to increase student time on task. Each technique had varying amounts of compliance. The largest increase in compliance was seen by the Stand and Scan approach where the baseline data before students knew what was expected of them was 60% and after students became aware of what this nonverbal meant, it reached a high of 81% and an average of 71% over the 14-weeks. Students also needed time to learn the Off/ Neutral/ On strategy. At the beginning of the data cycle, students complied 80% of the time and compliance rose with a high of 100% and an average of 87% over the 14-weeks. The strategy for keeping students on task that was most effective was the Influence Approach. This strategy was very obvious to students from the start, and there was seemingly no lag time in learning what I expected when I used this strategy. Students complied almost 100% of the time with an average of 99% compliance over the 14-weeks.

The data also shows that when nonverbal management techniques are implemented, transition time decreases. The baseline data for transition time before ENVoY strategies were implemented was 48-seconds. However, after ENVoY was
implemented, transition time dropped to 22-seconds. The average transition time over the 14-weeks was 31-seconds. Which is a 17-second decrease in transition time.

Finally, the data shows something unexpected about referrals. There was an increase in total number of referrals, yet there was no significant increase in average homeroom referrals, this means that referrals received outside of the homeroom increased after ENVoY was implemented in the homeroom. When looking at only referrals that came from outside of the homeroom classroom, students started with an average of 1 referral per week for the first three weeks. This number rose to over 3 referrals per week from week 5 to week 14. There was no significant decrease in referrals over the 14-week cycle.

Coaching Cycle Data

The coaching sessions I had during this action research cycle were called Green Chair Coaching sessions. The observer would sit in the back of my classroom while I taught my lesson and implemented my ENVoY strategies. The observer would bring half-sheets of paper with different ENVoY strategies. As I taught, the observer would mark down notes about my implementation of the different ENVoY techniques. After each observation, I would immediately receive coverage for my classroom and I would debrief with the observer. The half sheets from the first coaching session can be found in Appendix H. The feedback from the second coaching session can be found in Appendix I.

The first coaching session consisted of feedback regarding what I had used that seemed natural and almost habit-like from ENVoY. The majority of the feedback related to my auditory signals, attention getters, and how I moved around the classroom. I was
told to work on pausing to see if the first nonverbal technique worked before moving on and trying a second technique. I was also given advice on how to rearrange desks to cause minimal distractions as I moved around the classrooms. The desk-layout was specifically for making Off/ Neutral/ On and Influence Approach more effective.

The second coaching session had a much longer debrief. I was able to implement a lot of the advice from the first coaching session into my lesson and also showcase more of my ENVoY techniques during this timeframe. The second coaching session focused more on my body language. The Green Chair observer took the time to draw out many of the body positions and gestures I did which helped me plan for these more in my lesson. These drawings can be found in the coaching session notes in Appendix I. I was told in this session that what I was working on seemed habit forming and natural as I taught, and that students seemed comfortable with the increase in nonverbal techniques. This was a very good coaching session and reaffirmed a lot of what I thought I was doing correctly. I am glad that I heard this positive feedback because I was seeing improvements in my classroom’s behavior, and since the coach said I was implementing ENVoY consistently and with fidelity, there must be a correlation. I will cover more about my own personal learning and implementation of the coaching sessions later in this chapter under Coaching Feedback: Impact on Project Results.

The Meaning of the Data: Conclusions

The focus of my research was tied to quantitative data. I looked at quantitative data regarding time on task, transition time, and number of referrals. The data was collected over a consecutive 14-week cycle.
• Time on Task - Stand and Scan: At the beginning of the data cycle, students complied only 60% of the time. However, after they became familiar with me doing this, their compliance rose with a high of 81% and an average of 71% over the 14-weeks. The data shows that there was an improvement in students responding to this nonverbal technique, which would lead to more student time on task. This data shows that the longer students were exposed to ENVoY techniques, the more likely they were to express the desired behavior. Stand and Scan is a nonverbal low-intensity movement that would not bring other students off task. I can conclude that student time on task increased as a result of students responding to the Stand and Scan ENVoY technique.

• Time on Task – Off/ Neutral/ On: At the beginning of the data cycle, students complied 80% of the time and compliance rose with a high of 100% and an average of 87% over the 14-weeks. This is a strategy that in more obvious to students and that is why I think students responded with the 80% compliance rate before the full implementation of ENVoY occurred. This is a strategy that is used on one student at a time. Because of this, there were weeks when there was 100% compliance because it may have been used on only a few students and all students complied. This data shows that the longer students were exposed to ENVoY techniques, the more likely they were to express the desired behavior. I can conclude that student time on task increased as a result of students responding to the Off/ Neutral/ On ENVoY technique. Also, because this is a more private and
personal technique, I concluded that by using this technique, I did not create any further classroom disturbances and therefore kept more students on task.

- Time on Task – Influence Approach: At the beginning of the data cycle, student compliance was already 100% of the time. There was an average of 99% compliance over the 14-weeks. The influence approach is a more intense version of the Off/ Neutral/ On technique. However, just like the Off/ Neutral/ On technique it is a private redirection technique used between the teacher and just one student at a time. Because of the intensity of this technique, I believe most students knew exactly what was expected of them before the full implementation of ENVoY and that is why compliance was almost always at 100%. Also, this technique was often used as a last resort since it can be more distracting than Stand and Scan and Off/ Neutral/ On and therefore I only needed to use it on rare occasions. Because it was not used as often, the likeliness for a higher compliance was possible. Despite using this technique on only a few students throughout the 14-week cycle, I believe this technique being used consistently helped students respond to the other ENVoY techniques, leading me to conclude that student time on task increased because of ENVoY.

- Average Transition Time: For this data, I looked at how many seconds it took for students to transition from when I release students to their independent work in reading, to when all students have attempted to start their independent work. At the beginning of the data cycle, student transition time averaged 48-seconds for the first week. However, after they became familiar with reading the exit
directions and me standing in the Most-Important-Twenty-Seconds position, their transition time dropped to 22-seconds by the end of the 14-week cycle. The average transition time over the 14-weeks was 31-seconds. The graph below shows the linear trend-line placed on the original transition time graph.

Figure 4.5- Average Transition Time

As the linear trend-line shows, there is a negative correlation between increased time-exposed to ENVoY and transition time for students. This allows me to conclude that as ENVoY is used consistently in a classroom, transition time will decrease. This means more time for student work and for the teacher to administer instruction or help to small groups and individuals.

- Referrals: For this data, I looked at how many referrals my class received each week. I looked at referrals received within the homeroom classroom, and those received during other parts of the school. The other parts of the school where
students could receive referrals were: hallways, cafeteria, specialists, and recess. The total number of referrals (combined homeroom and other) started at 2-per week and rose to 3-per week with a high of 4. The average number of referrals for 14-weeks was 3. When looking at just the homeroom data, there was only 1 referral for the entire 14-week cycle, which occurred in week 2. When looking at only referrals that came from outside of the homeroom classroom, students started with an average of 1 referral per week for the first three weeks. Then, this number rose to over 3 referrals per week from week 5 to week 14. There was no significant decrease in referrals over the 14-week cycle. The graph below shows the makeup of total referrals my class received.

Figure 4.4-Total Referral Makeup
In this graph, it can be seen that referrals from out of the classroom contributed to 100% of all referrals every week except for week 2 where it contributed 50% with 1 out of the 2 total referrals coming from the homeroom teacher. While referral rate seemed to remain unchanged within the classroom, it can be seen in the graph above that it increased for other areas. In fact, after week 5, referrals received outside of the classroom hovered between a weekly rate of 3 and 4. What I can conclude from this data is that ENVoY is effective only when ENVoY is being used. Any ENVoY learning or habits, do not carry over when students leave an ENVoY classroom. My conclusion is that students became used to my nonverbal techniques and slow-pace and low-breathing; then when students were put in a classroom where the teacher moved around, was loud, or high breathing, they responded by acting out in a manner that could result in a behavior referral.

**The Impact on Students and Researcher**

My conclusion form the data is that there is a positive impact on student learning when ENVoY is consistently used within a classroom. The data shows that when students were redirected with an ENVoY strategy, they were more compliant, returning back to their work. This means there was more time for student independent work and time for me to offer individual and small group assistance. Since students were returning to work fast, their off task behavior never became out of control or rippled out to other students as it used to when it took longer for student to return back to work. More work time with less distractions, leads to a healthier classroom and learning environment.
Also, there was a decrease in transition time as ENVoY strategies (MITS and Exit Directions) were implemented. A shorter transition time also leads to more student work time; it also leaves less time for students to become unfocused and disruptive to others. With a shorter transition time, I was able to start pulling small groups earlier, leading to more differentiated instruction time.

The impact on my teacher learning was that I have learned to incorporate more behavior techniques within my lesson planning. I think about what exit direction I will be putting up before I release students, and if what I am asking is reasonable and challenging enough for students. What has been the best thing about planning this way is that I am more likely now to fit in all components of my lesson and also create a better flow throughout the lesson. My practice in teaching has also changed as a result of this action research. I know am calmer when redirecting students and I noticed that more situations are deescalated by the nonverbal techniques, rather than becoming larger disruptions. I will continue to incorporate these ENVoY strategies into my daily teaching practice.

Effectiveness of the ENVoY Strategies

The data I collected shows that the ENVoY strategies were effective in increasing student time on task and decreasing transition time. The strategies were not effective at reducing referral rates inside or outside of the homeroom classroom. Looking at the comments from the qualitative data, I also think these strategies were effective at creating a safe learning environment and increasing students’ sense of accomplishment at school.

Reasons for the Results
The strategies were effective because I was implementing them throughout the entire school day, not just the reading block that I recorded data in. This helped students become more familiar with the nonverbal techniques and the desired outcome I wanted when I used them. As described above in the Meaning of Data-Conclusions section, some of the more effective time on task strategies, were effective because they were focused on one student at a time. Also in this section, I explain that the reason for such a high compliance percent for the Influence Approach was because it was used rarely; usually I could redirect a student with Stand and Scan or Off/Neutral/On.

Before starting this research, I did not have to write many behavior referrals. This is evident in the referral chart, where week 1, before the consistent implementation of ENVoY, has 0 referrals. This could be why I did not see a decrease in homeroom referral rate, because there were not enough referrals. However, this does not explain why referral rates increased for outside of the homeroom. My reasoning for this result is that ENVoY is effective only when ENVoY is being used. Any ENVoY learning or habits, do not carry over when students leave an ENVoY classroom. My conclusion is that students became used to my nonverbal techniques and slow-pace and low-breathing; then when students were put in a classroom where the teacher moved around, was loud, or high breathing, they responded by acting out in a manner that could result in a behavior referral.

**Coaching Feedback: Impact on Project and Results**

The two coaching sessions were very important for me to effectively answer: What impact do nonverbal behavior management strategies have on an elementary
classroom? I wanted to make sure that if I implemented nonverbal techniques, that I did it consistently and with fidelity. Both coaching sessions allowed me to showcase my nonverbal strategies and hear feedback about whether I was implementing them correctly. The coaching sessions showed me that many of the strategies seemed natural and habit-like, allowing me to continue with my research. The coaching sessions also showed me explicitly what nonverbal I was using so that I could implement them into future lessons, many of the drawings the coach showed me during the second observation were helpful because I did not intentionally do many of those gestures, they were natural. Looking at these drawings lets me know what I was doing that was effective, and I could now intentionally include these in future lessons.

Having two coaching sessions allowed me to work more on my nonverbal skills. The first coaching session (Appendix H) focused on my prompts and movements. The second coaching session (Appendix I) showed me smaller actions I was doing such as breathing and hand gestures.

**ENVoY Skill Form Reflection**

During my time implementing ENVoY, I used the ENVoY text by Michael Grinder. At the end of his book, he has several Skill Forms for teachers to fill out. These Skill Forms allow for teachers to reflect on their ENVoY usage and see the real impacts ENVoY and nonverbal have on the classroom. During the 14 weeks of data collection, I filled out all 61 Skill Forms. This allowed me to practice the least recommended way of classroom management (yelling, constant moving, high-breathing, etc.) and immediately attempt the ENVoY style. The juxtaposition of these two management styles showed me
how different my classroom culture is depending on the teacher’s management. What was most helpful about these Skill Forms was that it encouraged me to try two very different management styles with the same students, within the same lesson and day. This reinforced that it is the teacher that controls the classroom management, and that the same students will act differently depending on how the teacher is acting.

**Impact of Peer Video Coaching**

The Skill Forms allowed me to see the impact my management styles had on my class. However, I still did not get to see exactly why this was until I tried a peer coaching video. During the ENVoY certification course, I was placed in a small group and we shared a video of a lesson we conducted using ENVoY strategies. I was able to view how ENVoY was being used at different grade levels and across different content levels. It was a great experience to watch myself teaching and to get feedback while seeing exactly what my peer-observer was seeing. I could now see what high-breathing looked like on me, and not just how it felt. I could see how chaotic it looked if I moved too quickly around my classroom to help other students. I could now not only see what my students see, but I had someone there to give me feedback about how to fix it.

**Connecting the Question, Strategies, Data, and Results**

My research question was: What impact do nonverbal behavior management strategies have on an elementary classroom? In my interpretation of the data and results, I conclude that nonverbal behavior management has a positive impact on an elementary classroom. The nonverbal management strategies impact student time on task and transition time; this ultimately leads to more instruction time by the teacher. I also believe
that nonverbal behavior management techniques impact an elementary classroom by making students feel safe and successful. I gather this from the qualitative comments made earlier in this chapter by parents, classroom visitors, and my SOEI observer.

Revisiting the Literature Review

My literature review gave me a broad understanding of the need for effective behavior management systems in elementary classrooms. In my literature review I looked at the current need for an effective behavior management system and found three distinct reasons why: Academics, Equity, and Teacher Retention. The literature I reviewed mostly reiterated that there was a need, that effective behavior management was one of the key components to solving these needs, and that districts, schools, and teachers have tried many different solutions. From my research, I agree that there was definitely a need in my classroom, and that poor behavior management was impacting all three of these areas: Academics, Equity, and Teacher Retention. What I found from my research is that with consistent use of nonverbal management, more students got on task faster, stayed on task longer, and my redirections were less distracting to those already on task. This increased time for academics and with this extra time, I was allowed to start my academic intervention in small groups quicker. The research shows that students need to receive both academic and behavior instruction to achieve the necessary growth (Algozzine 2012). This shows that even with academic interventions, if there is still disruptive behavior, students do not benefit fully from the instruction. My small group interventions were also mostly uninterrupted thanks to the visual exit directions that students could refer to.
My research for my literature review found that the behavior referral rate for African American students is two to four times greater than white students and African American males are four times more likely to be suspended than their white peers (Boneshefski & Runge 2014). During my research, I did not see a significant decrease in referrals given to my students, however I often did not have to write referrals for my classroom before implementing ENVoY.

Difficulties with student behaviors are one of the reasons up to 20% of new teachers leave the teaching profession within the first year and 42% within the first 5 years (Shook 2012). During my implementation on ENVoY and nonverbal management techniques, not only did I have a calmer, more focused classroom, but I also became a better teacher according to my district’s SOEI observations. I believe that implementing nonverbal had a direct impact on my successful rating as a teacher and earning two “Exemplary” ratings. Having this type of professional positive reinforcement made me even more likely to return to teaching in the classroom the following year and encouraged me to take on teacher leadership roles.

In my literature review, I came across a quote from Margaret Schmidt, associate professor of music education at Arizona State University who said, "Classroom management is not the same as discipline. Classroom management is proactive; discipline is reactive” (Poliniak 2011). This section of my literature review focused on being intentional with nonverbal techniques and planning on when and how to use them during a lesson. During my research I found that when I planned for my nonverbal management techniques in my launch and work time, I did not have to discipline as often. In fact,
when I intentionally planned when to do a Stand and Scan, I found that I had to use the Influence Approach, and verbal reminders less.

Several studies in my literature review brought up the fine balance between nonverbal and verbal management. Depending on the day, the behaviors, and the activities, teachers are mixing their consistent nonverbal cues with another attention grabbing technique (Jones, Jones, & Vermete 2013). I found this very true over my 14 weeks of data collection. On days that did not have a typical schedule (due to long weekends, assemblies, field trips), I had to mix in larger nonverbal movements and gestures. On these days I also had to use the Influence Approach more often rather than just Stand and Scan.

**Connecting the Question, Strategies, Data, and Results**

My research question was: What impact do nonverbal behavior management strategies have on an elementary classroom? In my interpretation of the data and results, I conclude that nonverbal behavior management has a positive impact on an elementary classroom. The nonverbal management strategies impact student time on task and transition time; this ultimately leads to more instruction time by the teacher. I also believe that nonverbal behavior management techniques impact an elementary classroom by making student feel safe and successful. I gather this from the qualitative comments made in Chapter Four by parents, classroom visitors, and my SOEI observer.

**Summary of Chapter Four**

In Chapter Four I looked at the data I collected and gave my interpretation and analysis. I made several conclusions from this data and explained how I came to these
conclusions. An important part of this chapter was taking an in depth look at the effectiveness of each of the strategies I implemented. I also shared what impact ENVoY strategies had on my students and myself as an educator. After explaining the strategies, I explained how the coaching feedback also impacted my research and results. Finally, I revisited my capstone question: What impact do nonverbal behavior management strategies have on an elementary classroom?

Preview of Chapter Five

In Chapter Five I will report the conclusions of my capstone research. I will look at how my literature review impacted my research, and clarify what parts of the literature review were most helpful in this capstone process. I will also cover the limitations of my research in this chapter. This entire capstone process has led me to become a much more effective teacher with classroom management, and in Chapter Five I will explain how my research deepened my understanding of classroom management. Finally I will end this chapter, and my capstone with what I have learned my plans for next steps.
CHAPTER FIVE

Conclusions

Introduction

In the previous chapter, I shared the interpretation of the data I collected to answer my capstone question: What impact do nonverbal behavior management strategies have on an elementary classroom? I discovered that nonverbal, specifically the nonverbal practices of ENVoY, have a positive impact on the behavior and culture within a classroom utilizing it. I also concluded that not only was there a positive impact on classroom behavior, but also on instruction time.

This final chapter looks at my research findings in Chapter Four, along with my literature review in Chapter Two. When looking at both of these chapters, I had the opportunity to reflect on my own research and identified limitation within my capstone project. After comparing my results from Chapter Four to my literature review, I look at how my understanding of behavior management in an elementary classroom has changed. Finally, in this chapter, I explain what my next steps are for implementing positive behavior management into my future classrooms and school community.

Overview
This chapter first compares my research results from Chapter Four to those in my literature review in Chapter Two. This section explains how my research matched others and also how it differed. The second section uses my comparisons to my literature review to identify the limitations in my research. The third section of this chapter looks at how my own understanding of what classroom management is has changed. This section looks at both my deepened understanding of behavior management as well as my own personal insights in how I manage my own classroom. The next section of this chapter, shares my future plans and next steps, including the potential impact my research could have on other groups of students. Finally, the chapter ends with a reflection of the amazing collaboration I had the honor of being part of and my final reflection on my research and goals for my capstone.

Revisiting the Literature Review

My literature review gave me a broad understanding of the need for effective behavior management systems in elementary classrooms. In this part of Chapter Five I will focus on the main findings from my literature review including the current need for effective management, incorporating nonverbal management into the classroom, the continuum of nonverbal management, and the impact behavior management has on the larger education community.

Current Need

In my literature review I looked at the current need for an effective behavior management system and found three distinct reasons why: Academics, Equity, and Teacher Retention. The literature I reviewed mostly reiterated that there was a need, that
effective behavior management was one of the key components to solving these needs, and that districts, schools, and teachers have tried many different solutions. From my research, I agree that there was definitely a need in my classroom, and that poor behavior management was impacting all three of these areas: Academics, Equity, and Teacher Retention. What I found from my research is that with consistent use of nonverbal management, more students got on task faster, stayed on task longer, and my redirections were less distracting to those already on task. This increased time for academics and with this extra time, I was allowed to start my academic intervention in small groups quicker. The research shows that students need to receive both academic and behavior instruction to achieve the necessary growth (Algozzine 2012). This shows that even with academic interventions, if there is still disruptive behavior, students do not benefit fully from the instruction. My small group interventions were also mostly uninterrupted thanks to the visual exit directions that students could refer to.

My research for my literature review found that the behavior referral rate for African American students is two to four times greater than white students and African American males are four times more likely to be suspended than their white peers (Boneshefski & Runge 2014). During my research, I did not see a significant decrease in referrals given to my students, however I often did not have to write referrals for my classroom before implementing ENVoY.

Difficulties with student behaviors are one of the reasons up to 20% of new teachers leave the teaching profession within the first year and 42% within the first 5 years (Shook 2012). During my implementation on ENVoY and nonverbal management
techniques, not only did I have a calmer, more focused classroom, but I also became a better teacher according to my district’s SOEI observations. I believe that implementing nonverbal had a direct impact on my successful rating as a teacher and earning two “Exemplary” ratings. Having this type of professional positive reinforcement made me even more likely to return to teaching in the classroom the following year and encouraged me to take on teacher leadership roles.

**Incorporating Nonverbal Techniques into the Classroom**

In my literature review, I came across a quote from Margaret Schmidt, associate professor of music education at Arizona State University who said, "Classroom management is not the same as discipline. Classroom management is proactive; discipline is reactive" (Poliniak 2011). This section of my literature review focused on being intentional with nonverbal techniques and planning on when and how to use them during a lesson. During my research I found that when I planned for my nonverbal management techniques in my launch and work time, I did not have to discipline as often. In fact, when I intentionally planned when to do a Stand and Scan, I found that I had to use the Influence Approach, and verbal reminders less.

**Nonverbal Management: A Continuum**

Several studies in my literature review brought up the fine balance between nonverbal and verbal management. Depending on the day, the behaviors, and the activities, teachers are mixing their consistent nonverbal cues with another attention grabbing technique (Jones, Jones, & Vermete 2013). I found this very true over my 14 weeks of data collection. On days that did not have a typical schedule (due to long...
weekends, assemblies, field trips), I had to mix in larger nonverbal movements and gestures. On these days I also had to use the Influence Approach more often rather than just Stand and Scan.

**Impact on the Larger Education Community**

My literature review opened my eyes to how big of an issue behavior management is in the education community. Behavior management is a key part to every classroom. However, many new and pre-service teachers do not realize how difficult this task can be. In my literature review, I found that behavior management could impact everything from academics, equality, and teacher retention. Behavior management has been addressed at a national level by the American Federation of Teachers as well as the United States Education Secretary, Arne Duncan, who said, “American teaching colleges are doing a mediocre job of preparing teachers because so many teachers across our nation are failing due, in part, to a lack of classroom management skills” (Ratcliff, Jones, Costner, Savage-Davis, Sheehan, & Hunt 2010). As different management systems, such as ENVoY, are explored, the better we can be at using what is right for our schools and students.

**Limitations**

As my literature review showed me, there is a strong need for strong and effective behavior management systems in elementary schools. However, what my own short experience in education has shown me, is that there is no shortage of different behavior management systems and interventions to try. Just within my short time at my school, the administration has implemented Responsive Classroom, PBIS interventions, Second
Step, ENVoY, and an Alternative Instruction Room. My goal for this capstone project was to see if ENVoY was effective, and if this is something my school should start to implement with fidelity instead of just taking bits and pieces from several different management systems.

Through my own research and experience, I have found ENVoY to be an effective behavior management system for shortening transition time, keeping students on task, and raising teacher management performance ratings. However, this took commitment from more than just myself. While I did have to plan ahead for visual exit directions and fill out self reflection Skill Forms, I also relied on others. To be effective at ENVoY I had two different individual coaching sessions with a certified ENVoY coach, I also had an ENVoY course that I attended where I worked with others and did peer video coaching. Not only did I have these outside factors helping me become an effective user of nonverbal techniques, but I also had my grade level team to collaborate with on different strategies. I am concerned that a lack of funding for these outside influences will not allow for the full ENVoY certification experience, or that with limited planning time and support, teachers will opt out of trainings and fully implementing ENVoY.

One study in my literature review found that teachers needed ongoing behavior management trainings. However, the study showed that most management interventions came with a 1-to-2 day workshop to train teachers; and although that may seem adequate and economically efficient, it is not effective. The study found that training workshops alone, without support, was not an effective way to implement new behavior management policies (Powell, Boxmeyer, Baden, Stromeyer, Minney, Mushtag, & Lochman (2011).
Without ongoing training and support for all staff, new classroom management systems will not be effective. I struggle to find a way that all of the ENVoY training, coaching, and support I received becomes economically efficient when training costs and teacher pay are brought into this calculation.

Perhaps if I can show my own data, and how nonverbal management techniques have changed my classroom, I can increase teacher buy-in. However, This brings up another limitation; I have only done data on my own classroom. Not only is having only one class as a data point a limitation, but also the fact that I was unable to identify specific students while collecting data. I cannot tell, with the way I collected data, whether specific students had direct impacts on my data. My research does not show how ENVoY and nonverbal techniques impact students with IEPs for behavior or students that are currently going through transitions with homelessness or trauma. These are real concerns in my school and they have real impacts on the behaviors of students and the culture within a classroom.

**Research Deepened My Understanding**

My entire understanding of behavior management has changed as a result of the ENVoY courses and certification classes, my literature review, and my capstone research. The ENVoY courses gave great interactive instructions on how to implement ENVoY and what to expect. My own research in my literature review from Chapter Two, gave me a broader sense of how relevant behavior management courses are to the teaching profession. Finally, my own research has shown me first hand the benefits of implementing nonverbal management strategies into a classroom.
The ENVoY courses and certification classes, my literature review, and my research have changed my teaching practice. I am more aware of the issues that arise from a mismanaged classroom, as well as the inequity that comes from not having a stable behavior management system. I understand that my actions control the actions of my classroom.

**Personal Insights**

The implementation on ENVoY and nonverbal techniques showed me that the teacher controls the classroom, and that the best way to manage a class’ behavior, was by managing my own. By being more aware of my own actions and influence on behavior, I felt more in control. Now, when students are off-task, I can look at my own actions and draw conclusions about how students became off task, instead of putting all the blame on students. Being aware of my own influence, has allowed me to manage my classroom better. I now plan for when I want to have students be talkative, quietly working in one spot, shout out answers in a chorus, or raise their hand. I plan for each of these events, and make sure to use a consistent nonverbal signal each time; I am now rarely caught off guard by a student’s actions.

One of the best insights I gained from the certification courses came from learning from the other teachers who were taking the ENVoY courses with me. These teachers taught in a variety of different schools and taught different subjects and grade levels. However, they were all focused on implementing a nonverbal behavior management system. For me, it was amazing to see these great teachers all trying the
same system and coming back with new feedback and advice. This opened my eyes as to how nonverbal management can be effective in all grades and subjects.

Next Steps

The next step I have planned for is becoming a demonstration teacher for ENVoY. This will allow new ENVoY implementers to come and watch me teach while implementing ENVoY strategies. One reason why I would like to do this as a next step is because it will allow for me to receive feedback on my implementation from a certified ENVoY coach so I can continue to sharpen my nonverbal management skills. I have met with an ENVoY coach already and am planning on having new teachers watch my ENVoY use by next year.

Another next step I have is continuing to use ENVoY in my classroom and part of my behavior management. I want to implement these techniques into my classroom early on in the year and see if I can still get the same types of results with my class.

Finally, I plan to remain on my school’s climate team and share with them what I have learned and the impact it has had on my classroom. Now that I have completed the ENVoY certification and my capstone research, I can show my team how effective ENVoY is.

Future Research and Recommendations

It is possible that this capstone can be used as a stepping-stone for schools, teachers, and behavior teams; they could use this information and the guidelines to collect their own data as long as it stays within their school. If someone would like to recreate these steps within their own classroom or school, I have a student permission form that
could be sent home (see Appendix A for permission letter and form). The purpose of this form is to make sure families are aware of the research and tracking methods used and assure families of confidentiality. It also allows families an option to not have their student’s data included.

I focused on implementing ENVoY strategies for a very specific reason. For my research purpose, it is important to look at ENVoY because ENVoY is offered throughout the year for teachers to attend, however the district or the teacher’s school must pay for the training. Not only is this a management system often paid for by the district and multiple schools throughout the district, ENVoY is also one of the professional development opportunities my specific school is looking at purchasing with the new School Improvement Grant.

My goal is to provide the resources that will allow others to implement this structure into their own classrooms and schools. If there is a clear way to collect data, using trackers, then it can be used as an intervention in schools; as an intervention, it can be marked successful or unsuccessful in individual cases. The most important thing is that it is being implemented the same way by each instructor and that the data is tracked in the same manner.

I will share this data with my school’s administration as we look at funding new management systems in our school as well as with the Action Research committee in my school district. My hope is that more schools use a specific nonverbal behavior management system and track the data to share. In my literature review I noticed that there were limited papers and research on the impact of a nonverbal management system,
and those that did cover the topic had mostly anecdotal evidence. I recommend that schools and teachers who start a nonverbal management system, track their progress in a way that allows for comparisons across schools. Then, they can share this data with their district and policy makers.

I also recommend that more behavior management courses be required for pre-service teacher training programs. My literature review pointed out that many new teachers struggle with behavior management. I recommend that Teachers come into their schools and districts already trained in different behavior management systems, and at least one nonverbal system.

Not only should there be training in ENVoY and other nonverbal management systems for behavior reasons, but I also believe that there is potential to impact students outside of just behavior. The ENVoY certification courses and my literature review showed me that nonverbal management systems work across grade levels and subjects. One important group that I think would benefit from the use of nonverbal management techniques is English Language Learners (ELL). By using drawings, hand gestures, and consistent attention getters, ELL students could catch on quickly to rituals and routines in a classroom without needing to be fluent in English. For instance, if a teacher only verbally tells students to grab their math book, turn to page 44, answer all problems, show their work, and put the finished assignment in the blue folder, the ELL student will have to not only understand all of the English directions, but remember them in English as time passes and they are ready to move on to the next step. Instead, if a teacher uses
ENVoY and nonverbal techniques, they could verbally tell the directions but also have pictures of the directions on the board for the ELL student to follow along with.

Communicating Results

As mentioned above, I believe it is important to continue to use ENVoY in the classroom and track results to see if the positive results I saw can be replicated. I have been sharing my strategies with my grade0level team at our weekly meetings, but also with my school and district. I gave a presentation to the tenured teachers about my findings and went in depth about my literature review with them. I have also shared my literature review and my data trackers with my school district. Finally, I have continued my role on the Climate Team and have shared my results and ENVoY strategies with them. My hope is that this will generate enough interest in ENVoY that more teachers will become certified and continue these strategies with fidelity.

Collaboration

My grade-level team was a huge source of collaboration. I could explain difficulties I was having in my classroom management, and often they would echo the same about their own. Then, I would try an ENVoY strategy and suggest it to my team. If they also tried it, we would discuss if it worked; this was a great way to gauge ENVoY’s success against different classes.

Another great collaboration opportunity I had was with my school’s psychologist. When I was struggling with my data trackers (Appendices A and C), my school psychologist suggested updating them into the compliance trackers (Appendices D and
E). This was a much more manageable way to collect data and also better at keeping student anonymity.

In the future, I hope to collaborate more with the ENVoY coaches. I especially would like to collaborate with them if I become a demonstration teacher. I would also like to collaborate more with the AEs that work in my room and other staff that join my classroom throughout the day. I think it would make ENVoY a more powerful tool in my classroom if all of the adults who come into the classroom use the same strategies. Finally, I would like to continue to work with my school’s climate team and hopefully implement ENVoY in more locations throughout the school.

Summary of Chapter Five

In this chapter I reflected on ENVoY courses and how my capstone literature review connects to my research. I explained what I learned about my own teaching practices and the teaching profession. I also shared the insights I had while completing the capstone research project as well as insights during the peer video coaching. I looked at what collaborations I had during this project, as well as future collaborations I hope to have. Finally, I reflected on what the impact might be on the education community and on students who were not studied as a part of my action research project.
APPENDIX A
Permission Letter and Form
Dear Families,

This letter is being sent to you as a request for permission. As you know, I am your child’s second grade teacher. I am also a graduate student working on an advanced degree in education at Hamline University. An important part of this degree is a research project, for my project I will be conducting a study on nonverbal behavior management techniques. The goal of this study is to find out what behavior management techniques work best in a second grade classroom and how nonverbal techniques impact student safety and learning. I will be collecting data on the teacher’s impact on the classroom. I will be implementing nonverbal management techniques for behavior, and will track my ease of use recording data, my own reflections on implementing different nonverbal techniques and interviewing other teachers about their use of behavior management systems. The research results will be public scholarship and the abstract and final product will be cataloged in Hamline’s Bush Library Digital Commons, a searchable electronic repository and that it may be published or used in other ways.

Your student’s participation, if you give permission, would consist of ordinary classroom behaviors, there will be no extra work given. In class, I will be tracking time on task, disruptions, and work completed. Each student’s personal data will remain confidential and no names will be assigned to any of the data collected. All data that is collected using the tracker will be aggregated and cannot be connected to any one particular student. This eliminates risks for your child and other students. This research will have no-impact on your student’s grades. I will reflect on the ease of tracking data, and not the data itself. Any reflections made will be written about my own experiences, as a teacher tracking my own behaviors, and not the behaviors of students.

If at anytime you would not like your student’s data to be tracked in this study, you may contact me and their data will be removed and no further data will be collected. There will be no negative consequences for choosing not to participate, or withdrawing permission at a later date. You may contact me via email or phone and I will confirm their data removal: casondra.wada@mpls.k12.mn.us; 253-370-0487.

I have already received permission to do this research from my principal, and from the director of research and evaluation as well as the Hamline University Graduate School of Education.

Please return the attached form to indicate your permission for your student to participate in this study, if you have any questions please feel free to contact me.

Thank you,

Casondra Wada

Phone: | Email:
Informed Consent to Participate

PERMISSION FORM

Keep this full page for your records

The purpose of this letter is to confirm that I have read your request and that I give permission for ______________________________ to participate in the study on nonverbal management. I understand there is little to no risk involved for my child, that his/her confidentiality will be protected, and that I may withdraw or my child may withdraw from the project at any time.

________________________________________  __________________________
(Parent/ Guardian)                          Date
Informed Consent to Participate

PERMISSION FORM

Return this page to Miss Wada

The purpose of this letter is to confirm that I have read your request and that I give permission for ______________ ____________________ to participate in the study on nonverbal management. I understand there is little to no risk involved for my child, that his/her confidentiality will be protected, and that I may withdraw or my child may withdraw from the project at any time.

______________________________________________   ________________________
(Parent/ Guardian)                  Date
APPENDIX B
Tracking Student Time on Task
# STUDENT TIME ON TASK

**Subject:** ____________  **Date:** ____________

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APPENDIX C
Tracking in Class Transition Time
TRANSITION TIME

SUBJECT: ________________

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APPENDIX D
Referrals
REFERRALS

DATE: ____________

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APPENDIX E
Principal Acknowledgment Letter
March 27, 2015

To whom it may concern:

Ms. Cassandra Wada, classroom teacher at [Redacted] has building approval for the action research project she is working on through Hamline: Incorporating ENVOY into her classroom.

Sincerely,

[Redacted]

Principal
APPENDIX F
Tracking Student Time on Task
Updated Version
Date:_______________________  Subject:_______________________

Stand and Scan

Attempt

Compliance

Off/ Neutral/ On

Attempt

Compliance

Influence Approach

Attempt

Compliance
APPENDIX G
Referrals
Updated Version
REFERRALS

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APPENDIX H
First Coaching Session Feedback
Notes left from the first coaching session by the observer.
APPENDIX I
Second Coaching Session Feedback
Notes left from the second coaching session by the observer.
APPENDIX J
Raw Data
### Time on Task: Stand and Scan

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### Time on Task: Off/ Neutral/ On

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### Time on Task: Influence Approach

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APPENDIX K
District Letter
April 8, 2015

To whom it may concern:

This is a letter informing Hamline University that the following research does not require approval for studies conducted by employees as part of their normal job responsibilities. Ms. Casandra Wada, classroom teacher at St. Agnes School, is working towards her Master’s at Hamline University. Ms. Wada is planning a capstone topic on ENWY where she may reflect on how she incorporates ENWY into lesson planning and how she would recommend tracking ENWY’s effectiveness in the classroom.

Sincerely,

[Signature]

Research, Evaluation and Assessment
REFERENCES


Retrieved from EBSCOhost.


