

UNIVERSITY OF CENTRAL OKLAHOMA

Edmond, Oklahoma

Jackson College of Graduate Studies

The Effects of Labeled Praises on Behavior Disruptions in a High School Classroom

A THESIS

SUBMITTED TO THE GRADUATE FACULTY

In partial fulfillment of the requirements for the degree of

MASTER OF ARTS IN PSYCHOLOGY

By

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June 18, 2012

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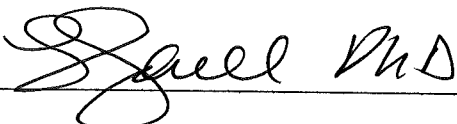
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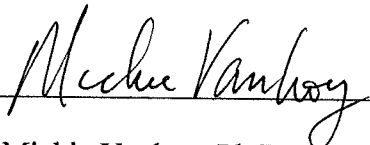
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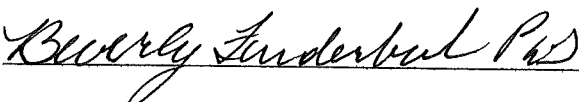
A THESIS

APPROVED FOR THE DEPARTMENT OF PSYCHOLOGY

June 18, 2012

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Acknowledgements

I would like to start by thanking the two teachers who allowed me to come observe their classroom all semester long. Thank you for giving this study a chance and thank you for believing your labeled praises can help make a difference.

I would like to thank all of the psychology faculty and staff at the University of Central Oklahoma. My education is important to me and I am convinced that I received the best education and training possible. I owe a huge thank you to Dr. Mark Hamlin. Thank you for teaching me everything I know about statistics and for believing in me when I did not even believe in myself. Thank you for your encouragement and support. If it was not for you, I would not have even applied to a Master's program, much less complete a thesis and continue my education by applying to Doctorate programs.

I have to thank Dr. Mickie Vanhoy for pushing me to find a way to research something that means so much to me. You taught me how to go through the research processes and truly appreciate the fun in it. I have to thank you for making sure my methods and statistics were sound and valid, but most of all I have to thank you for making me work so hard and for teaching me to believe in my research abilities.

I have to thank Dr. Lorry Youll for the countless hours you spent with me working on ideas, edits, and finding answers to all of my random questions. Thank you for making sure I knew how proud you were of me and how much you believed in me. You have no idea how helpful, encouraging, and reassuring you have been through this whole process.

I have to thank Dr. Beverly Funderburk from the University of Oklahoma Health Science Center's Child Study Center for allowing me to be a Parent-Child Interaction Therapy (PCIT) research assistant. If you had not allowed me that opportunity, I would never have learned how passionate I am about PCIT and praises in general. Thank you for the answering my obsessive e-mails and spending countless hours with me developing ideas and methods for the study.

I have to thank all of my colleagues, but a special thank you goes out to Dustin Choate, Lauren Craig, Chad McCoy, Jenna Sinclair, and Justin Teeman. You five have not only believed in me, but you have listened to me discuss labeled praises and behavior disruptions obsessively for the past year and I truly appreciate it. Your support and encouragement has meant more to me than you know.

Last but definitely not least, I have to thank God, my parents, Brother, Tanner, Jen, Nikki, and all of my aunts, uncles, cousins, and grandparents. Thank you for allowing me to have such a wonderful experience as this. I thank you for understanding when I spend so much time studying, but also I thank you for reminding me (sometimes insisting) that I need study breaks. Thank you for reminding me who I am and that it is not in my nature to give up because as Cinderella says, "If you keep on believing, the dreams that you wish will come true."

I genuinely thank everyone involved in this research process. Without each of you, this would not have been a possibility. I look forward to the larger studies I plan to do in the future!

Sincerely,
Deni Napier

"To be successful, the first thing to do is fall in love with your work." – Sister Mary Lauretta

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Abstract

The purposes of this study were to determine whether receiving labeled praise training increases how often high school teachers use labeled praises and to determine if teachers observe a decrease in classroom disruptions after implementing the training. The researcher expected that training would increase the number of labeled praises used and decrease the frequency of classroom disruptions. After obtaining a multiple baseline, the teachers attended a labeled praise training a few weeks apart from each other, lasting approximately one hour. Classroom observations took place in order to measure labeled praises and disruptions. The researcher used criteria from the Dyadic Parent-Child Interaction Coding System description of labeled praises to measure praises and negative class disruptions that were speaking without permission and getting out of their seat without permission. The study concluded after one semester of observations. Although a significant increase in labeled praises did not significantly decrease the behavior disruptions, the decrease approached significance. Teachers reported having an easier time teaching class; however, the disruptive rating did not significantly decrease after the teacher started using labeled praises. This study is important in discovering the impacts of labeled praises on high school classrooms. Eliminating disruptions and increasing learning and instructional time will be beneficial.

Keywords: labeled praise, classroom behavior disruptions, Parent-Child Interaction Therapy, Dyadic Parent-Child Interaction Coding System

The Effects of Labeled Praise on Behavior Disruptions in a High School Classroom

In the present study, the researcher addresses the problem of behavior disruptions in the high school classroom and looks at one possible solution to decreasing them, labeled praises used by the teacher. *Labeled praise* is a compliment that labels exactly what the individual did that was desirable so that individual learns to repeat the behavior (Boggs & Eyberg, 2009). Praise, for example, “You are doing a great job staying quiet while I teach this lesson” is a positive reinforcer, something added or given after an event that encourages the future use or maintenance of that behavior. Parent-child interaction therapy (PCIT) uses labeled praises from parents, as well as other skills, to create nurturing and positive relationships between the parents and the child. Parent-child interaction therapy is an empirically supported therapy that increases prosocial behavior and decreases negative behaviors (Bell & Eyberg, 2002). Parents use labeled praise to increase the frequency of desired behaviors (Boggs, & Eyberg, 2008). Parent’s use of labeled praise increases the self-esteem of their children and brings warmth into the relationship (Boggs, & Eyberg, 2008). The researcher chose to examine the effects of labeled praises on behavior disruption in the classroom because labeled praises are so effective in reducing negative behaviors in PCIT. Therapists use PCIT with parents and their children between the ages of two and seven years old. Research on praises and adolescents is limited.

Many developmental theorists describe adolescence as a social period (e.g. Rousseau, Erikson). Rousseau believed that adolescents become pure social beings when they reach puberty (Rousseau, 1762). This means that adolescents are becoming more interested in interacting with their peers. Adolescents begin to depend on others for reasons beyond the physical needs, such as food, water, shelter, etc. Once children reach adolescence they begin to engage in social activities with their peers and start to depend on each other for social support and advice.

Erikson discovered that social conflicts and demands begin to disturb and confuse the adolescent (Erikson, 1964). They are at a time in their lives in which they are trying to establish a feeling for who they are and where their place is in a larger social world. Adolescents are trying to establish an ego identity (Erikson, 1964). They use their social contacts to develop their personality, opinions, ambitions, etc. Locke believed children and adolescents have sensitivities to approval and disapproval from parents and others they are dependent upon (Locke, 1693). It may appear as though adolescents do not care about opinions of adults but that appearance could occur because the opinion of the adult conflicts with the opinions and identity the adolescent is trying to develop. Adults are able to instill rational and virtuous behaviors in adolescents because they are so sensitive to approval and disapproval (Locke, 1693). The possibility that adolescents might look bad to others is most troubling to them (Locke, 1693). The desire for acceptance from their peers often leads adolescents to take part in social behaviors during class. The social behavior of adolescence often leads to disruptions in the classroom.

Classroom disruptions frequently lead to teacher burnout (Chang, 2009). Within the first three years of teaching 25% of beginning teachers leave the teaching field and 40% leave the field by their fifth year (Milner & Woolfolk Hoy, 2003). Attribution of student misbehaviors and cycles of negative student-teacher interactions contribute to teacher burnout (Friedman, 1995; Blasé, 1982).

There are a number of different types of behavior disruptions in the high school classroom (Napier, 2012). It is common for students to have their own conversations while teachers are instructing the class. When they are supposed to stay seated, students often wander the classroom. Students who arrive to class late often distract other students as well as the teacher. Disruptions take time away from learning and instructing because they are distracting

both the students and the teachers. Frequent disruptions make teachers feel ineffective and may cause friction in the teacher-student relationship (Brich & Ladd, 1998).

Negative relationships between teachers and students can cause students to lose motivation to learn, teachers to lose motivation to teach, and unsatisfactory views of the overall classroom environment (Pianta & Stuhlman, 2004; Burnett, 2002). Students who have negative relationships with their teachers are not as engaged in school as those who do not have negative relationships with their teachers (Pianta & Stuhlman, 2004). Students who are not engaged in school are going to be less likely to pay attention to the lesson and more likely to engage in disruptive behavior. Teachers should be able to instruct a class in which behavior disruptions are minimal and learning opportunities maximized. This outcome would benefit the teacher and the students.

Teachers use a number of classroom discipline strategies like punishment, negative attention, and praise. Positive punishment, such as verbal disapproval, is something added or given to an individual after an event that discourages or eliminates that behavior. Punishment is the most common form of behavior shaping, however it produces some unwanted side effects (Skinner, 1953). Students may have conflicting feelings of working and avoiding work because they fear the consequences when they receive reprimands in school (Skinner, 1953). The use of verbal disapproval can lead to behavior difficulties. Behavior difficulties can start as early as two years old and are likely to continue over time (Shaw, Lacourse, & Nagin, 2005). Research shows that individuals manifest aggressive behaviors as children that peak during adolescence (Dodge & McCourt, 2010).

Punishment such as verbal disapproval and detentions, can create traumatic or shameful experiences and harmful relationships that lead to aggression (Steele, Legerski, Nelson, &

Phipps, 2009; Tremblay, 2005). Other studies indicate that exposure to the previously mentioned emotionally debilitating conditions could create isolation and disconnectedness, which in turn leads to aggressive behavior (Aslund, Starrin, Leppert, & Nilsson, 2009; Hess, & Hagen, 2006). When responses from teachers shift from responses of praise to responses of disapproval, it creates a shameful experience and harms the relationship between the student and the teacher. Reactive aggression, aggression characterized by anger and defense reactions, is associated with classroom behavior disruptions (Csibi & Csibi, 2011). Not only are these aggressive disruptions linked to internalizing problems such as depression, withdrawal, anxiety, and attention-deficit-hyperactivity disorder of the students, the aggressive behaviors as well as other types of behavior disruptions sometimes lead to teacher burnout (Csibi & Csibi, 2011; Hastings & Bham, 2005).

A lack of training can lead to an increase in stress on teachers, which may lead teachers to respond inappropriately to behavior disruptions. The inappropriate responses cause students to increase the disruptions instead of decrease them (Yost & Mosca, 2002). For example, when a student exhibits undesirable behavior teachers often stop class to point out this behavior. While this may bring negative attention to the student, it is still attention. Often, children want and even need attention. When it gets to that point, they do not care what type of attention they receive, so even negative attention is reinforcing. Behavior problems affect the students functioning at school and damage their relationships with their teachers (Brich & Ladd, 1998).

Classroom management training can increase the use of praise, behavior specific praise, and decrease the use of reprimands, while decreasing the number of behavior disruptions of the students in elementary classrooms (Reinke, Lewis-Palmer, & Merrell, 2008). One study found that positive statements were more beneficial to students than verbal criticism (Burnett, 1999).

After teachers receive training in Parent-Child Interaction Therapy's Child Directed Interaction, teacher's positive attention skills were increased (Lyon et al, 2009).

Positive attention is verbal or nonverbal attention one gives another to increase a desired behavior that preceded the positive attention (Boggs & Eyberg, 2009). Praise is one example of positive attention. Praise from teachers is a more intense and detailed response than feedback because it contains positive affect (Blöte, 1995) and feedback just contains information about the behavior. An example of feedback would be, "You added 2 +2." Positive ability feedback, feedback with a praise connected to it (also known as a labeled praise), such as, "Good job! You added 2+2 correctly!" increased students' satisfaction with the classroom environment and students who received positive effort feedback, such as "Good job! You're working so hard!" were more likely to report positive student-teacher relationships (Burnett, 2002). Since labeled praises work in decreasing negative relationships between teachers and students, it could create a more positive classroom environment for both the teachers and the students. A more positive environment with more positive relationships between teachers and students may decrease the amount of teacher burnout.

Another study found that praise increases appropriate behavior of disruptive children (Hall, Lund, & Jackson, 1968). It is possible to use praise to instill these positive, virtuous behaviors (Skinner, 1953). While there is not much evidence on the effects of praise on high school students, there is evidence that praise from teachers has decreased behavior disruptions of elementary students as early as 1968 (Madsen, Becker, & Thomas, 1968). When teachers withdrew praise, behavior disruptions increased (Thomas, Becker, & Armstrong, 1968). Teacher use of praise drops with each grade level, with a significant decrease in the use of praise after

second grade (White, 1975). After third grade, the use of verbal disapproval begins to exceed the use of verbal approval (White, 1975).

There is evidence that positive praise (*unlabeled praise*) increases on-task behavior of elementary school children but specific praise (*labeled praises*) increases on-task behavior significantly more than positive praise (Chalk & Bizo, 2004). When teachers use specific praise, it is more effective because it specifies the behavior the teacher is trying to reinforce (Brohpy, 1981). Although unlabeled praises work in decreasing behavior disruptions, the use of labeled praises decreases behaviors disruptions more effectively thereby increasing the opportunities for the students to learn and the teachers to teach. Specific praise, for example, "Great job turning your homework in on time," increases on-task behavior in students with emotional behavior disorders (Sutherland, Wehby, & Copeland, 2000).

The anticipation of success in a situation or learning activity often depends on the level of self-appreciation of the adolescent (Kaplan, Sadock, & Grebb, 1994). Specific praise increases academic self-concept of children, or the way they view their academic skills (Chalk & Bizo, 2004). If adolescents have a higher academic self-concept it's possible their anticipation of success will be higher, therefore they will be more likely to apply themselves toward academics in the classroom.

The purpose of this study is to determine if the findings about the effects of labeled praise on the behavior of elementary students generalizes to the high school population. The study examines whether receiving labeled praise training increases how often high school teachers use labeled praises in the classroom and determines if there is an observed decrease in non-educational classroom disruptions after implementing the labeled praise training. In the pilot study for the current research (Napier, 2011) behavior disruptions increased after teachers

implemented the labeled praise training. The biggest limitation of the pilot study was that the researcher was only able to make six observations, which may have negatively affected the results. If labeled praise training results in a significant increase in the number of labeled praises used in the classroom, the frequency of the most common classroom disruptions should decrease.

Method

Participants

The two teachers who participated in the study were Euro-American females who taught Geometry to sophomores at a four-year comprehensive high school, classified as a 6-A school in Oklahoma. The average number of students in each class was 22. The average amount of years teaching between the two teachers is 6.5 years. As a condition of participation, the experimenter agreed to keep student's gender and ethnicity confidential.

Procedure

In a signed letter (see Appendix A), required by the Institutional Review Board (IRB), the principal agreed that he would not influence the teacher's decisions to take part in the study and that he understood that any information or data collected during this study is confidential until the conclusion of the study. One teacher knew the researcher personally and volunteered to participate in the study. The teacher provided the researcher with the schedules of the other math teachers. The researcher selected the second teacher because her geometry schedule fit the schedule of the researcher and the original participating teacher. A male geometry teacher was available, but because his geometry schedule did not match the researchers or the other participating teacher, the researcher selected the female teacher.

The researcher began observing classes after obtaining informed consent from the participating teachers. The researcher did not obtain informed consent from the parents and/or

guardians of individual students, because she did not collect identifying information. The teachers and researcher (when asked by the students) told the students the researcher was there to observe the teachers so she can study the learning process. The researcher entered the classroom, greeted the teachers, and went to her seat at the back of the classroom. The researcher did her best to disregard any comments made to her by the students. When that was not a possibility, the researcher would say as little as possible. The researcher established a multiple baseline (10 observations for the first teacher and 15 observations for the second teacher; each observation was one hour) to measure the number of labeled praises used and the number of behavior disruptions that occurred before training. During the observations, the researcher measured *labeled praises*, *speaking without permission*, *getting up without permission*, and *teachers rating of classroom disruptiveness*. The researcher chose to measure the *speaking without permission* and *getting up without permission* as behavior disruptions because teachers in the pilot study decided these were the most common behavior disruptions in their classrooms (Napier, 2011). The researcher asked the teachers in the current study and they agreed.

The researcher defined *labeled praises* by using the criteria from the Parent-Child Interaction Therapy (PCIT) Dyadic Parent-Child Interaction Coding System (DPICS) (Eyberg, Nelson, Duke, & Boggs, 2005) description of labeled praises. *Labeled praises* are specific praises such as, “Thank you for sitting quietly while I get ready to give you instructions!” or “You students are doing so well at working hard on your homework!” or “Great job at turning all of your homework in on time!” *Labeled praises* tell the student specifically what they did to deserve praise. To measure the most common behavior disruptions, the researcher placed tally marks next to the disruptions as they occurred (see Appendix B and C).

The first disruption was *speaking out of turn*. The definition of *speaking out of turn* is speaking without permission from the teacher. The researcher only considered statements not pertaining to geometry as behavior disruptions. The researcher did not place a tally when students stopped themselves and raised their hands because it showed that they were in the process of correcting their disruptive behaviors. Every time a new conversation began about anything other than the lecture or homework, the researcher placed a tally. The researcher placed a tally for every person who spoke in the conversation. However, individual statements did not receive tallies, unless no conversation followed the statement. The researcher did not count conversations between teacher and students as behavior disruptions.

The second disruption was *getting up without permission* from the teacher. Any time a student got up, walked two steps or further from their desk (two steps was decided upon because they may need get something under their desk or out of their back pack, etc.) without permission from the teacher, a tally was placed next to the *getting up without permission* section. Data collection occurred in five-minute increments. The observer quit marking tallies for *speaking without permission* if the students finished their work and the teacher gave them free time, but because the teachers did ask students to stay in their seats, *getting up without permission* was still marked.

At the conclusion of each observation, the researcher asked each teacher to rate the disruptiveness of the class as a whole, compared to themselves, on a scale of 0 to 10. A score of 0 was to mean there were no disruptions and that was the best the students had ever behaved. A score of 10 was to mean that was the most disruptive they have ever been.

The teachers attended a one-hour training session conducted by the researcher in which they learned the importance of labeled praises and how to use labeled praises properly. The first

teacher to receive the labeled praise training was the first teacher who reached a stable baseline after 10 observations. The second teacher received the training five observations later. Observations for the teacher who received training first took place during her 5th hour and during 6th hour for the teacher who received training second. The training session included information about giving labeled praises properly and their importance. The labeled praise training was similar to the Parent-Child Interaction Therapy's Child Directed Interaction Teach session (Eyberg, 1999). It included information and a worksheet about labeled praises and their importance (see Appendix D). This included specific examples of labeled praise, ("You guys are doing a great job of being quiet today" "Thank you for staying in your seat") versus unlabeled praise ("Great job" "Thank you"). The worksheet included an exercise called "Practicing Labeled Praise for Positive Opposites." In this exercise, the problem behavior was already listed on the worksheet and the teacher found the opposite or desired behavior. Once the teacher found the desired behavior, the researcher asked her to create a labeled praise for the desired behavior. The teacher then participated in a role-play with the experimenter. The researcher gave the teachers articles about labeled praise studies done by Burnett (2002) and Chalk and Bizo (2004) to provide evidence that labeled praise works in a number of ways to benefit the classroom.

After the teachers received training on how to use labeled praises, they began using labeled praises in the classroom and the experimenter continued to record the number of labeled praises and the two specified behavior disruptions for both classes. To remind the teacher when to use labeled praises, the researcher held up a neon pink pen at appropriate times. The study concluded after a semester of observations when the researcher presented the results to the teachers and students.

Results

To determine the effects of training on the use of labeled praises, the researcher ran a dependent t-test on the data. On average, teachers use of labeled praise significantly increased (see Figure 1) after receiving labeled praise training ($M = 9.38, SE = 1.48$) compared to their use of labeled praises before training ($M = .25, SE = .25$), $t(1) = -7.405, p$ (one-tailed) = .04, $r = .97$, $power = .99$ (a large effect size and power). The researcher estimated power using G-Power computer software (Faul, Erdfelder, Buchner, & Lang, 2009).



Figure 1. The total number of labeled praises per observation for each teacher.

Although behavior disruptions decreased (see Figure 2), they did not decrease significantly after the teacher implemented the labeled praise training ($M = 105.82, SE = 12.48$) compared to before the teachers began using praises ($M = 240.73, SE = 35.93$), $t(1) = 5.75, p$ (one-tailed) = .055, $r = .97, power = .99$ (a large effect size and power). The magnitude of the effect of labeled praise training on behavior disruptions was high, with a large probability of determining an effect if one truly exists.

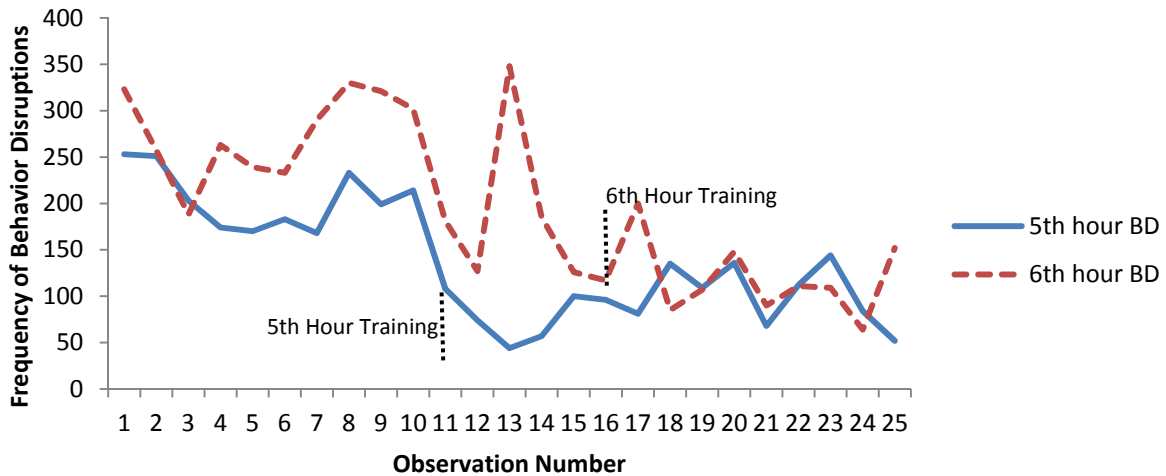


Figure 2. The total number of behavior disruptions per observation for each class.

Although teachers reported that they were more pleased with their students, their disruption rating scores (see Figure 3) were not significantly lower after receiving training ($M = 2.98, SE = .58$) compared to their disruption rating scores before receiving training ($M = 4.58, SE = .32$), $t(1) = 1.804, p$ (one-tailed) = .161, $r = .87, power = .43$ (a large effect size but small power). A score of 0 means the class was more well behaved than they have ever been and a score of 10 means the class behaved worse than they ever had.

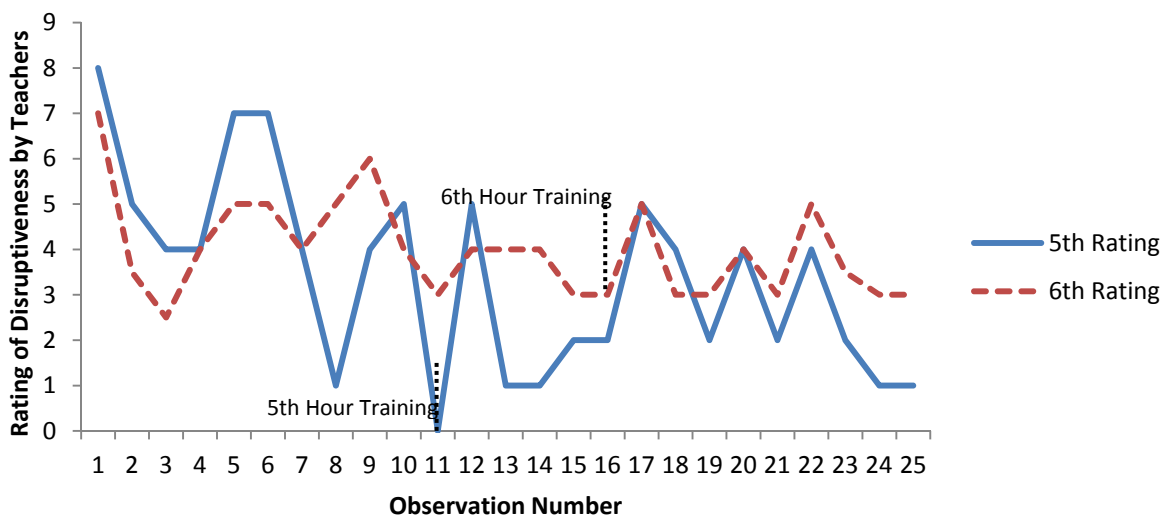


Figure 3. The rating of class disruptiveness by each teacher for each observation.

Discussion

Teachers did not use labeled praises at the start of the study, but after receiving labeled praise training, both teachers significantly increased their use of labeled praises (see Figure 1). Labeled praise had a large effect size meaning that the difference in the use of labeled praise before training and the use of labeled praises after training was large; the labeled praise training worked in increasing the amount of labeled praises used by teachers. Both teachers participated in the role-play and were enthusiastic about starting to use labeled praises during training. When the teachers started using labeled praises, they needed numerous cues, however as the semester progressed, they began using labeled praises without the cues. Both teachers reported using the labeled praises in their homes with their own children out of habit.

Behavior disruptions decreased for both classes after teachers began using labeled praises; that decrease approached significance, but was not significant by .005. The large effect size suggests that although the difference in disruptions before and after labeled praise training was not significant there is, as desired, a large negative relationship between the use of labeled praises and the amount of behavior disruptions. As the use of labeled praise increases, the frequency of behavior disruptions decreases. The researcher believes that if more observations had occurred or more teachers would have participated, the decrease in disruptions would have been significant. Before the teachers began using labeled praises, the students had random conversations throughout the entire class. The teachers had to work hard to get the attention of the students. Attempting to turn their attention to the material took two or three tries and teachers had to call the students attention to the board multiple times per class. After the teacher started using labeled praises, students still carried on with their own conversations but they generally did so at the start and end of the class. Discussions during class were usually about geometry. After

using labeled praises, the teachers did not have to ask the students to pay attention as frequently as they did before they began using labeled praises.

The researcher expected that as behavior disruptions decreased, the disruptive rating from the teachers would significantly decrease. Although teachers reported feeling more pleasant after classes and that it was easier to teach their students, their ratings of classroom disruptiveness remained stable throughout the study. Because students were still talking, even though they were talking about geometry, teachers may have felt that discussion was disruptive.

At the end of the study, teachers requested that the researcher give a presentation to the students and explain to them what she had found. Only one student in each class reported noticing that their teacher was “thanking” the class more often. After the researcher explained what the teachers were doing, other students reported that they noticed the teacher praised them more often. Most students reported that they preferred receiving praise from their teacher to receiving criticism from their teacher. The students asked many questions and were genuinely interested in the presentation and the answers to the questions they asked.

A number of limitations could have negatively influenced the results. The researcher observed the classes therefore possible experimenter biases could have occurred, threatening internal validity. There were a small number of participants in the study (two teachers), which could have affected the outcome. Because of the many situations in the classroom that did not provide accurate disruptive measures (i.e. tests, substitutes, assemblies, fire/tornado drills), there were fewer observations than expected.

Future research should examine long-term labeled praise training in the high school classroom with more than two teachers. The long-term training should include training meetings every week with feedback about the praises used throughout the week. The study should last at

least an entire school year to provide a better look at the effects of labeled praise on behavior disruptions of high school students. A blind observer should measure labeled praises and behavior disruptions to eliminate experimenter bias, a threat to internal validity.

Future research should examine the effects of labeled praises used by teachers of different genders. Other ways to measure behavior disruptions more accurately would be to measure productivity and noise decibels. If labeled praises were successful in decreasing behavior disruptions, student productivity (grades, timing of homework completion, percent of homework completed, etc.) should increase and the amount of noise measured in decibels would decrease because there would be less discussion. To measure whether the teachers observe a decrease in behavior disruptions after implementing labeled praises, teachers should rate on-task behavior as opposed to level of disruptiveness. This will draw the teacher's attention to the students' behavior rather than being distracted by the students' discussions (even about geometry). Future research should also measure the number of times the teacher has to ask the students to pay attention to the lesson to determine the amount of on-task behavior.

Frequent disruptions can cause negative relationships to develop between the teacher and students (Brich & Ladd, 1998) and even lead to teacher burnout (Chang, 2009). When teachers and students develop negative relationships, they both begin to have substandard views of the classroom environment and lose motivation to both learn and teach (Pianta & Stuhlman, 2004; Burnett, 2002). Negative student-teacher relationships cause students to become less engaged in school (Pianta & Stuhlman, 2004). When teachers and students are not engaged in school, the amount of behavior disruptions inevitably increase which negatively affects the relationship between the teacher and students and it becomes a vicious cycle.

When teachers use labeled praises to comment on a student's effort, the student is more likely to report a positive relationship with his or her teacher (Burnett, 2002). Teachers may use labeled praises about a student's ability to create a more positive view of the classroom environment (Burnett, 2002). Positive relationships and views of the classroom environment may help to decrease teacher burnout. When teachers use labeled praises in general with elementary students, behavior disruptions significantly decrease (Chalk & Bizo, 2004) and when teachers withdraw praise, behavior disruptions begin to increase (Thomas, Becker, & Armstrong, 1968).

Although labeled praises work in decreasing two main behavior disruptions (*speaking without permission* and *getting up without permission*) in the high school classroom, disruptions do not completely disappear. Even though it is unrealistic to expect high school students to sit through a 55-minute class without causing any disruptions, it is both important and possible to decrease the total amount of those disruptions. Once children enter puberty, they become purely social adolescents (Crain, 2011). This means they begin to look to each other for approval and entertainment. For anyone to sit quietly and pay attention for 55-minutes six times a day with only a five-minute break in between is unrealistic, especially for social adolescents, however, for the high school classroom to be more functional, it is essential to find a way to reduce behavior disruptions and distractions.

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Appendix A

The letter the principal signed to give permission for the researcher to carry out the study in that high school.

Permission to Evaluate and Observe

I, _____, the principal at _____, give permission to Ms. Deni Napier, from the University of Central Oklahoma and the University of Oklahoma Health Science Center’s Child Study Center, to observe two teachers at our school to evaluate the effects of praise on classroom behavior. Ms. Napier will observe each teacher, while they are teaching, three times a week for one hour at a time. I have received information about this study and I understand this study will not cause any physical, mental, or emotional harm to the teachers participating or the students in their classes. I am aware that the two teachers participating in the study will be receiving training on how to use labeled praises properly and why labeled praises are important. I understand that Ms. Napier will be keeping track of the two most common non-educational negative class disruptions for their class. I understand that only information gathered will be counts of praises and disruptions; no identifying information will be recorded about any of the students or teachers. I give my assurance that I will not influence the teacher’s decisions to take part in the study. I understand that any information or data collected during this study is confidential and will not be disclosed. I am aware that if at anytime I wish to end the study, all I have to do is contact Ms. Napier and the study will be suspended. I understand that neither the names of the teachers nor the name of the school will be reported in any reports or presentations made by Ms. Napier. I recognize that if any information is disclosed at any time about someone harming themselves or another person, Ms. Napier has the obligations of a mandated reporter.

Principal Signature

Deni Napier

Date: _____

Appendix B

Labeled Praise and Behavior Disruption Tracking Sheet.

Condition: 5th HOUR Teacher Rating of Disruptiveness 1-10: 8

Date: 11/12/12 Day 1

0	Labeled Praise 1 1-5	1-5 Speaking Out of Turn 1	5/6
0	Labeled Praise 2 6-10	6-10 Speaking Out of Turn 2	17
0	Labeled Praise 3 11-15	11-15 Speaking Out of Turn 3	13
0	Labeled Praise 4 16-20	16-20 Speaking Out of Turn 4	18
1	Labeled Praise 5 21-25	21-25 Speaking Out of Turn 5	17
1	Labeled Praise 6 26-30	26-30 Speaking Out of Turn 6	19
	Labeled Praise 7 31-35	31-35 Speaking Out of Turn 7	23
	Labeled Praise 8 36-40	36-40 Speaking Out of Turn 8	23
	Labeled Praise 9 41-45	41-45 Speaking Out of Turn 9	35
	Labeled Praise 10 46-50	46-50 Speaking Out of Turn 10	
	Labeled Praise 11 51-55	51-55 Speaking Out of Turn 11	
5	Getting Out of Seat 1	Getting Out of Seat 2	6
3	Getting Out of Seat 3	Getting Out of Seat 4	1
0	Getting Out of Seat 5	Getting Out of Seat 6	0
2	Getting Out of Seat 7	Getting Out of Seat 8	0
0	Getting Out of Seat 9	Getting Out of Seat 10	2
7	Getting Out of Seat 11		

1:59 3:14 5:17 7:25 9:35 11:7
2:23 4:14 6:19 8:23 10:10

fill him out stay in seats

Condition: 5th HOUR Teacher Rating of Disruptiveness 1-10: 7

Date: 11/6/12 Day 1

Kids who failed were sent in class according to manual

0	Labeled Praise 1	1-5 Speaking Out of Turn 1	63
0	Labeled Praise 2	6-10 Speaking Out of Turn 2	45
0	Labeled Praise 3	11-15 Speaking Out of Turn 3	34
0	Labeled Praise 4	16-20 Speaking Out of Turn 4	25
0	Labeled Praise 5	21-25 Speaking Out of Turn 5	40
0	Labeled Praise 6	26-30 Speaking Out of Turn 6	45
0	Labeled Praise 7	31-35 Speaking Out of Turn 7	27
0	Labeled Praise 8	36-40 Speaking Out of Turn 8	
0	Labeled Praise 9	41-45 Speaking Out of Turn 9	
0	Labeled Praise 10	46-50 Speaking Out of Turn 10	
0	Labeled Praise 11	51-55 Speaking Out of Turn 11	
0	Getting Out of Seat 1	Getting Out of Seat 2	1
0	Getting Out of Seat 3	Getting Out of Seat 4	0
1	Getting Out of Seat 5	Getting Out of Seat 6	2
7	Getting Out of Seat 7	Getting Out of Seat 8	19
5	Getting Out of Seat 9	Getting Out of Seat 10	
	Getting Out of Seat 11		

1:53 3:32 5:12 7:34 9:9 11:
2:40 4:25 6:47 8:24 10:2

fill him out stay in seats

Condition: 5th Teacher Rating of Disruptiveness 1-10: 5

Date: 1/12/12 2nd OBSERVATION

0	Labeled Praise 1	1-5 Speaking Out of Turn 1	50
0	Labeled Praise 2	6-10 Speaking Out of Turn 2	20
1	Labeled Praise 3	11-15 Speaking Out of Turn 3	35
0	Labeled Praise 4	16-20 Speaking Out of Turn 4	19
0	Labeled Praise 5	21-25 Speaking Out of Turn 5	16
0	Labeled Praise 6	26-30 Speaking Out of Turn 6	30
0	Labeled Praise 7	31-35 Speaking Out of Turn 7	30
0	Labeled Praise 8	36-40 Speaking Out of Turn 8	15
0	Labeled Praise 9	41-45 Speaking Out of Turn 9	20
0	Labeled Praise 10	46-50 Speaking Out of Turn 10	
0	Labeled Praise 11	51-55 Speaking Out of Turn 11	
3	Getting Out of Seat 1	Getting Out of Seat 2	1
1	Getting Out of Seat 3	Getting Out of Seat 4	0
0	Getting Out of Seat 5	Getting Out of Seat 6	2
1	Getting Out of Seat 7	Getting Out of Seat 8	0
0	Getting Out of Seat 9	Getting Out of Seat 10	
	Getting Out of Seat 11		

1:53 3:34 5:16 7:31 9:20 11:
2:21 4:19 6:32 8:16 10:4

fill him out stay in seats

Condition: 6th Teacher Rating of Disruptiveness 1-10: 35

Date: 1/9/2012 2nd OBSERVATION

0	Labeled Praise 1	1-5 Speaking Out of Turn 1	60
0	Labeled Praise 2	6-10 Speaking Out of Turn 2	35
1	Labeled Praise 3	11-15 Speaking Out of Turn 3	24
0	Labeled Praise 4	16-20 Speaking Out of Turn 4	32
0	Labeled Praise 5	21-25 Speaking Out of Turn 5	7
0	Labeled Praise 6	26-30 Speaking Out of Turn 6	11
0	Labeled Praise 7	31-35 Speaking Out of Turn 7	9
0	Labeled Praise 8	36-40 Speaking Out of Turn 8	22
0	Labeled Praise 9	41-45 Speaking Out of Turn 9	18
0	Labeled Praise 10	46-50 Speaking Out of Turn 10	9
0	Labeled Praise 11	51-55 Speaking Out of Turn 11	
3	Getting Out of Seat 1	Getting Out of Seat 2	0
0	Getting Out of Seat 3	Getting Out of Seat 4	1
0	Getting Out of Seat 5	Getting Out of Seat 6	0
7	Getting Out of Seat 7	Getting Out of Seat 8	7
0	Getting Out of Seat 9	Getting Out of Seat 10	4
	Getting Out of Seat 11		

1:53 3:24 5:1 7:9 9:19 11:
2:35 4:33 6:11 8:29 10:13

fill him out stay in seats

LABELLED PRAISES AND BEHAVIOR DISRUPTIONS

Condition: 5th HOUR Teacher Rating of Disruptiveness 1-10: 1

Date: 1/18/2012 5th OBSERVATION

Labeled Praise 1	1-5 Speaking Out of Turn 1		59
Labeled Praise 2	6-10 Speaking Out of Turn 2		9
Labeled Praise 3	11-15 Speaking Out of Turn 3		17
Labeled Praise 4	16-20 Speaking Out of Turn 4		8
Labeled Praise 5	21-25 Speaking Out of Turn 5		4
Labeled Praise 6	26-30 Speaking Out of Turn 6		10
Labeled Praise 7	31-35 Speaking Out of Turn 7		8
Labeled Praise 8	36-40 Speaking Out of Turn 8		14
Labeled Praise 9	41-45 Speaking Out of Turn 9		14
Labeled Praise 10	46-50 Speaking Out of Turn 10		2
Labeled Praise 11	51-55 Speaking Out of Turn 11		

Getting Out of Seat 1		Getting Out of Seat 2		1
Getting Out of Seat 3		Getting Out of Seat 4		2
Getting Out of Seat 5		Getting Out of Seat 6		0
Getting Out of Seat 7		Getting Out of Seat 8		4
Getting Out of Seat 9		Getting Out of Seat 10		0
Getting Out of Seat 11				

1:10 3:19 5:4 7:8 9:7 11:
2:10 4:10 6:10 8:12 10:2

Condition: 6th HOUR Teacher Rating of Disruptiveness 1-10: 5

Date: 1/18/2012 5th OBSERVATION

Labeled Praise 1	1-5 Speaking Out of Turn 1		43
Labeled Praise 2	6-10 Speaking Out of Turn 2		22
Labeled Praise 3	11-15 Speaking Out of Turn 3		25
Labeled Praise 4	16-20 Speaking Out of Turn 4		31
Labeled Praise 5	21-25 Speaking Out of Turn 5		24
Labeled Praise 6	26-30 Speaking Out of Turn 6		14
Labeled Praise 7	31-35 Speaking Out of Turn 7		12
Labeled Praise 8	36-40 Speaking Out of Turn 8		17
Labeled Praise 9	41-45 Speaking Out of Turn 9		15
Labeled Praise 10	46-50 Speaking Out of Turn 10		
Labeled Praise 11	51-55 Speaking Out of Turn 11		

Getting Out of Seat 1		Getting Out of Seat 2		1
Getting Out of Seat 3		Getting Out of Seat 4		1
Getting Out of Seat 5		Getting Out of Seat 6		0
Getting Out of Seat 7		Getting Out of Seat 8		0
Getting Out of Seat 9		Getting Out of Seat 10		
Getting Out of Seat 11				

1:53 3:25 5:24 7:12 9:14 11:
2:23 4:32 6:14 8:17 10:

Condition: 5th HOUR Teacher Rating of Disruptiveness 1-10: 7

Date: 1/20/2012 6th OBSERVATION

Labeled Praise 1	1-5 Speaking Out of Turn 1		44
Labeled Praise 2	6-10 Speaking Out of Turn 2		11
Labeled Praise 3	11-15 Speaking Out of Turn 3		15
Labeled Praise 4	16-20 Speaking Out of Turn 4		9
Labeled Praise 5	21-25 Speaking Out of Turn 5		18
Labeled Praise 6	26-30 Speaking Out of Turn 6		12
Labeled Praise 7	31-35 Speaking Out of Turn 7		9
Labeled Praise 8	36-40 Speaking Out of Turn 8		22
Labeled Praise 9	41-45 Speaking Out of Turn 9		15
Labeled Praise 10	46-50 Speaking Out of Turn 10		
Labeled Praise 11	51-55 Speaking Out of Turn 11		

Getting Out of Seat 1		Getting Out of Seat 2		1
Getting Out of Seat 3		Getting Out of Seat 4		0
Getting Out of Seat 5		Getting Out of Seat 6		0
Getting Out of Seat 7		Getting Out of Seat 8		1
Getting Out of Seat 9		Getting Out of Seat 10		4
Getting Out of Seat 11				

1:49 3:17 5:18 8:23 10:15
2:12 4:9 6:12 9:15 11:
7:9

Condition: 6th HOUR Teacher Rating of Disruptiveness 1-10: 5

Date: 1/23/2012 6th OBSERVATION

Labeled Praise 1	1-5 Speaking Out of Turn 1		58
Labeled Praise 2	6-10 Speaking Out of Turn 2		32
Labeled Praise 3	11-15 Speaking Out of Turn 3		24
Labeled Praise 4	16-20 Speaking Out of Turn 4		27
Labeled Praise 5	21-25 Speaking Out of Turn 5		19
Labeled Praise 6	26-30 Speaking Out of Turn 6		14
Labeled Praise 7	31-35 Speaking Out of Turn 7		12
Labeled Praise 8	36-40 Speaking Out of Turn 8		18
Labeled Praise 9	41-45 Speaking Out of Turn 9		
Labeled Praise 10	46-50 Speaking Out of Turn 10		
Labeled Praise 11	51-55 Speaking Out of Turn 11		

Getting Out of Seat 1		Getting Out of Seat 2		0
Getting Out of Seat 3		Getting Out of Seat 4		1
Getting Out of Seat 5		Getting Out of Seat 6		3
Getting Out of Seat 7		Getting Out of Seat 8		9
Getting Out of Seat 9		Getting Out of Seat 10		
Getting Out of Seat 11				

1:59 3:24 5:22 7:16 9:6 11:
2:32 4:28 6:17 8:27 10:

Condition: 5th hour Teacher Rating of Disruptiveness 1-10: 4
 Date: 2/1/12 9th observation

Labeled Praise 1	1-5 Speaking Out of Turn 1		5/0
Labeled Praise 2	6-10 Speaking Out of Turn 2		10
Labeled Praise 3	11-15 Speaking Out of Turn 3		12
Labeled Praise 4	16-20 Speaking Out of Turn 4		4
Labeled Praise 5	21-25 Speaking Out of Turn 5		5
Labeled Praise 6	26-30 Speaking Out of Turn 6		11
Labeled Praise 7	31-35 Speaking Out of Turn 7		8
Labeled Praise 8	36-40 Speaking Out of Turn 8		21
Labeled Praise 9	41-45 Speaking Out of Turn 9		8
Labeled Praise 10	46-50 Speaking Out of Turn 10		
Labeled Praise 11	51-55 Speaking Out of Turn 11		
Getting Out of Seat 1	Getting Out of Seat 2		7
Getting Out of Seat 3	Getting Out of Seat 4		1
Getting Out of Seat 5	Getting Out of Seat 6		1
Getting Out of Seat 7	Getting Out of Seat 8		0
Getting Out of Seat 9	Getting Out of Seat 10		15
Getting Out of Seat 11			

Condition: 5th hour Teacher Rating of Disruptiveness 1-10: 4
 Date: 2/1/12 9th observation

Labeled Praise 1	1-5 Speaking Out of Turn 1		5/0
Labeled Praise 2	6-10 Speaking Out of Turn 2		10
Labeled Praise 3	11-15 Speaking Out of Turn 3		12
Labeled Praise 4	16-20 Speaking Out of Turn 4		4
Labeled Praise 5	21-25 Speaking Out of Turn 5		5
Labeled Praise 6	26-30 Speaking Out of Turn 6		11
Labeled Praise 7	31-35 Speaking Out of Turn 7		8
Labeled Praise 8	36-40 Speaking Out of Turn 8		21
Labeled Praise 9	41-45 Speaking Out of Turn 9		8
Labeled Praise 10	46-50 Speaking Out of Turn 10		
Labeled Praise 11	51-55 Speaking Out of Turn 11		
Getting Out of Seat 1	Getting Out of Seat 2		7
Getting Out of Seat 3	Getting Out of Seat 4		1
Getting Out of Seat 5	Getting Out of Seat 6		1
Getting Out of Seat 7	Getting Out of Seat 8		0
Getting Out of Seat 9	Getting Out of Seat 10		15
Getting Out of Seat 11			

Condition: 5th hour Teacher Rating of Disruptiveness 1-10: 5
 Date: 2/8/2012 10th observation

Labeled Praise 1	1-5 Speaking Out of Turn 1		38
Labeled Praise 2	6-10 Speaking Out of Turn 2		13
Labeled Praise 3	11-15 Speaking Out of Turn 3		5
Labeled Praise 4	16-20 Speaking Out of Turn 4		19
Labeled Praise 5	21-25 Speaking Out of Turn 5		23
Labeled Praise 6	26-30 Speaking Out of Turn 6		30
Labeled Praise 7	31-35 Speaking Out of Turn 7		25
Labeled Praise 8	36-40 Speaking Out of Turn 8		0
Labeled Praise 9	41-45 Speaking Out of Turn 9		12
Labeled Praise 10	46-50 Speaking Out of Turn 10		9
Labeled Praise 11	51-55 Speaking Out of Turn 11		
Getting Out of Seat 1	Getting Out of Seat 2		2
Getting Out of Seat 3	Getting Out of Seat 4		4
Getting Out of Seat 5	Getting Out of Seat 6		0
Getting Out of Seat 7	Getting Out of Seat 8		0
Getting Out of Seat 9	Getting Out of Seat 10		1
Getting Out of Seat 11			

talking - but talking about math

Condition: 6th hour Teacher Rating of Disruptiveness 1-10: 4
 Date: 2/10/12 10th observation

Labeled Praise 1	1-5 Speaking Out of Turn 1		50
Labeled Praise 2	6-10 Speaking Out of Turn 2		45
Labeled Praise 3	11-15 Speaking Out of Turn 3		38
Labeled Praise 4	16-20 Speaking Out of Turn 4		14
Labeled Praise 5	21-25 Speaking Out of Turn 5		10
Labeled Praise 6	26-30 Speaking Out of Turn 6		22
Labeled Praise 7	31-35 Speaking Out of Turn 7		32
Labeled Praise 8	36-40 Speaking Out of Turn 8		10
Labeled Praise 9	41-45 Speaking Out of Turn 9		20
Labeled Praise 10	46-50 Speaking Out of Turn 10		11
Labeled Praise 11	51-55 Speaking Out of Turn 11		
Getting Out of Seat 1	Getting Out of Seat 2		2
Getting Out of Seat 3	Getting Out of Seat 4		2
Getting Out of Seat 5	Getting Out of Seat 6		3
Getting Out of Seat 7	Getting Out of Seat 8		0
Getting Out of Seat 9	Getting Out of Seat 10		3
Getting Out of Seat 11			

Condition: 5th HOUR Teacher Rating of Disruptiveness 1-10: 0

Date: 2/21/2012

Observation 11-1

0	Labeled Praise 1	1-5		4.5
0	Labeled Praise 2	6-10		5
2	Labeled Praise 3	11-15		1
1	Labeled Praise 4	16-20		1
2	Labeled Praise 5	21-25		3
1	Labeled Praise 6	26-30		5
2	Labeled Praise 7	31-35		11
2	Labeled Praise 8	36-40		2
4	Labeled Praise 9	41-45		2
4	Labeled Praise 10	46-50		4
2	Labeled Praise 11	51-55		0
20				
6	Getting Out of Seat 1			0
0	Getting Out of Seat 3			1
1	Getting out of Seat 5			0
0	Getting Out of Seat 7			0
1	Getting Out of Seat 9			5
3	Getting Out of Seat 11			

Condition: 6th HOUR Teacher Rating of Disruptiveness 1-10: 3

Date: 2/27/2012

11 observations

0	Labeled Praise 1	1-5		4.5
0	Labeled Praise 2	6-10		2.7
2	Labeled Praise 3	11-15		1.5
1	Labeled Praise 4	16-20		2
2	Labeled Praise 5	21-25		9
1	Labeled Praise 6	26-30		1.5
2	Labeled Praise 7	31-35		2
2	Labeled Praise 8	36-40		1.2
4	Labeled Praise 9	41-45		1.5
4	Labeled Praise 10	46-50		4
2	Labeled Praise 11	51-55		2
5	Getting Out of Seat 1			1
1	Getting Out of Seat 3			0
0	Getting out of Seat 5			1
0	Getting Out of Seat 7			4
3	Getting Out of Seat 9			6
	Getting Out of Seat 11			

Condition: 5th Teacher Rating of Disruptiveness 1-10: 5

Date: 2/29/12

12 observations: 2 other L.P.

2	Labeled Praise 1	1-5		2.3
1	Labeled Praise 2	6-10		2
2	Labeled Praise 3	11-15		2
3	Labeled Praise 4	16-20		3
2	Labeled Praise 5	21-25		5
1	Labeled Praise 6	26-30		10
2	Labeled Praise 7	31-35		5
0	Labeled Praise 8	36-40		3
2	Labeled Praise 9	41-45		3
3	Labeled Praise 10	46-50		3
	Labeled Praise 11	51-55		
18				
8	Getting Out of Seat 1			2
0	Getting Out of Seat 3			3
1	Getting out of Seat 5			0
0	Getting Out of Seat 7			0
4	Getting Out of Seat 9			0
	Getting Out of Seat 11			

Condition: 6th Teacher Rating of Disruptiveness 1-10: 4

Date: 3/5/12

12

2	Labeled Praise 1	1-5		5.4
1	Labeled Praise 2	6-10		2.1
2	Labeled Praise 3	11-15		1.8
3	Labeled Praise 4	16-20		8
2	Labeled Praise 5	21-25		4
1	Labeled Praise 6	26-30		0
2	Labeled Praise 7	31-35		2
0	Labeled Praise 8	36-40		0
0	Labeled Praise 9	41-45		3
2	Labeled Praise 10	46-50		3
	Labeled Praise 11	51-55		
3	Getting Out of Seat 1			0
2	Getting Out of Seat 3			0
0	Getting Out of Seat 5			2
1	Getting Out of Seat 7			0
1	Getting Out of Seat 9			0
	Getting Out of Seat 11			

Condition: 5th HOUR Teacher Rating of Disruptiveness 1-10: 1

Date: 3/15/12

123

2	Labeled Praise 1	1-5	Speaking Out of Turn 1		8
2	Labeled Praise 2	6-10	Speaking Out of Turn 2		1
1	Labeled Praise 3	11-15	Speaking Out of Turn 3		4
1	Labeled Praise 4	16-20	Speaking Out of Turn 4		4
1	Labeled Praise 5	21-25	Speaking Out of Turn 5		5
0	Labeled Praise 6	26-30	Speaking Out of Turn 6		0
0	Labeled Praise 7	31-35	Speaking Out of Turn 7		2
0	Labeled Praise 8	36-40	Speaking Out of Turn 8		9
3	Labeled Praise 9	41-45	Speaking Out of Turn 9		0
2	Labeled Praise 10	46-50	Speaking Out of Turn 10		0
	Labeled Praise 11	51-55	Speaking Out of Turn 11		

3	Getting Out of Seat 1		Getting Out of Seat 2		1
1	Getting Out of Seat 3		Getting Out of Seat 4		
0	Getting Out of Seat 5		Getting Out of Seat 6		0
0	Getting Out of Seat 7		Getting Out of Seat 8		0
3	Getting Out of Seat 9		Getting Out of Seat 10		
	Getting Out of Seat 11				

HER HUSBAND'S BEST FRIEND POSSED A CAR OVER THE HILLWAY.

Condition: 6th HOUR Teacher Rating of Disruptiveness 1-10: 4

Date: 3/12/12 REARRANGEMENT 13

	Labeled Praise 1	1-5	Speaking Out of Turn 1		14
	Labeled Praise 2	6-10	Speaking Out of Turn 2		40
	Labeled Praise 3	11-15	Speaking Out of Turn 3		27
	Labeled Praise 4	16-20	Speaking Out of Turn 4		50
	Labeled Praise 5	21-25	Speaking Out of Turn 5		30
	Labeled Praise 6	26-30	Speaking Out of Turn 6		12
	Labeled Praise 7	31-35	Speaking Out of Turn 7		13
	Labeled Praise 8	36-40	Speaking Out of Turn 8		20
	Labeled Praise 9	41-45	Speaking Out of Turn 9		7
	Labeled Praise 10	46-50	Speaking Out of Turn 10		22
	Labeled Praise 11	51-55	Speaking Out of Turn 11		8

3	Getting Out of Seat 1		Getting Out of Seat 2		0
5	Getting Out of Seat 3		Getting Out of Seat 4		0
1	Getting Out of Seat 5		Getting Out of Seat 6		10
	Getting Out of Seat 7		Getting Out of Seat 8		0
	Getting Out of Seat 9		Getting Out of Seat 10		2
	Getting Out of Seat 11				

Condition: 5th HOUR Teacher Rating of Disruptiveness 1-10: 1

Date: 3/12/12

14 11

2	Labeled Praise 1	1-5	Speaking Out of Turn 1		10
5	Labeled Praise 2	6-10	Speaking Out of Turn 2		0
2	Labeled Praise 3	11-15	Speaking Out of Turn 3		0
0	Labeled Praise 4	16-20	Speaking Out of Turn 4		9
1	Labeled Praise 5	21-25	Speaking Out of Turn 5		4
0	Labeled Praise 6	26-30	Speaking Out of Turn 6		2
2	Labeled Praise 7	31-35	Speaking Out of Turn 7		4
2	Labeled Praise 8	36-40	Speaking Out of Turn 8		7
1	Labeled Praise 9	41-45	Speaking Out of Turn 9		12
1	Labeled Praise 10	46-50	Speaking Out of Turn 10		0
1	Labeled Praise 11	51-55	Speaking Out of Turn 11		

1	Getting Out of Seat 1		Getting Out of Seat 2		0
1	Getting Out of Seat 3		Getting Out of Seat 4		0
0	Getting Out of Seat 5		Getting Out of Seat 6		0
0	Getting Out of Seat 7		Getting Out of Seat 8		0
0	Getting Out of Seat 9		Getting Out of Seat 10		
	Getting Out of Seat 11				

4 most behavior students are absent

Condition: 6th HOUR Teacher Rating of Disruptiveness 1-10: 4

Date: 3/24/12

14

	Labeled Praise 1	1-5	Speaking Out of Turn 1		34
	Labeled Praise 2	6-10	Speaking Out of Turn 2		18
	Labeled Praise 3	11-15	Speaking Out of Turn 3		19
	Labeled Praise 4	16-20	Speaking Out of Turn 4		15
	Labeled Praise 5	21-25	Speaking Out of Turn 5		20
	Labeled Praise 6	26-30	Speaking Out of Turn 6		21
	Labeled Praise 7	31-35	Speaking Out of Turn 7		5
	Labeled Praise 8	36-40	Speaking Out of Turn 8		13
	Labeled Praise 9	41-45	Speaking Out of Turn 9		17
	Labeled Praise 10	46-50	Speaking Out of Turn 10		18
	Labeled Praise 11	51-55	Speaking Out of Turn 11		

0	Getting Out of Seat 1		Getting Out of Seat 2		0
0	Getting Out of Seat 3		Getting Out of Seat 4		1
0	Getting Out of Seat 5		Getting Out of Seat 6		0
0	Getting Out of Seat 7		Getting Out of Seat 8		0
0	Getting Out of Seat 9		Getting Out of Seat 10		0
	Getting Out of Seat 11				

Condition: 5th Teacher Rating of Disruptiveness 1-10: 2
 Date: 3/26/12 15.5

2	Labeled Praise 1	11	1-5	111 111 111 1	16
2	Labeled Praise 2	11	6-10	111 111 111 111	18
0	Labeled Praise 3	11	11-15	111 111	10
2	Labeled Praise 4	11	16-20	111 11	7
1	Labeled Praise 5	11	21-25	111 11	7
2	Labeled Praise 6	11	26-30	111 11	4
0	Labeled Praise 7	11	31-35	111	5
0	Labeled Praise 8	11	36-40	111	5
2	Labeled Praise 9	11	41-45	111 111 111	9
0	Labeled Praise 10	11	46-50	111	3
1	Labeled Praise 11	11	51-55	111	
4	Getting Out of Seat 1	1111	Getting Out of Seat 2		0
3	Getting Out of Seat 3	111	Getting Out of Seat 4		0
0	Getting Out of Seat 5		Getting Out of Seat 6	11	1
1	Getting Out of Seat 7	11	Getting Out of Seat 8		0
	Getting Out of Seat 9	11	Getting Out of Seat 10	11	
	Getting Out of Seat 11	111	Getting Out of Seat 10		

Condition: 6th Teacher Rating of Disruptiveness 1-10: 3
 Date: 3/28/12 15

	Labeled Praise 1		1-5	111 111 111 111 111	34
	Labeled Praise 2		6-10	111 111 111 111 111 111 1	31
	Labeled Praise 3		11-15	111 111 111	9
	Labeled Praise 4		16-20	111 111 111	10
	Labeled Praise 5		21-25	111 111	8
	Labeled Praise 6		26-30	111	5
0	Labeled Praise 7		31-35	111 111	6
	Labeled Praise 8		36-40	111 111 111	
	Labeled Praise 9		41-45		
	Labeled Praise 10		46-50		
	Labeled Praise 11		51-55		
1	Getting Out of Seat 1	11	Getting Out of Seat 2	11	2
0	Getting Out of Seat 3		Getting Out of Seat 4		0
	Getting Out of Seat 5	11	Getting Out of Seat 6	11	1
4	Getting Out of Seat 7	1111	Getting Out of Seat 8	11	1
1	Getting Out of Seat 9	11	Getting Out of Seat 10	11	1
	Getting Out of Seat 11		Getting Out of Seat 10		

They had a short lesson & completed HW early

Condition: 5th Teacher Rating of Disruptiveness 1-10: 2
 Date: 3/30/12 16.6

0	Labeled Praise 1	11	1-5	111 111 111 111 111	23
1	Labeled Praise 2	11	6-10	111 111 111 111	5
1	Labeled Praise 3	11	11-15	111 111	10
1	Labeled Praise 4	11	16-20	111 111 111	9
0	Labeled Praise 5	11	21-25	111 111	8
0	Labeled Praise 6	11	26-30	111 111 111	10
0	Labeled Praise 7	11	31-35	111 111 111	9
0	Labeled Praise 8	11	36-40	111	2
2	Labeled Praise 9	11	41-45	111	5
	Labeled Praise 10	11	46-50		
	Labeled Praise 11	11	51-55		
4	Getting Out of Seat 1	1111	Getting Out of Seat 2	111	3
2	Getting Out of Seat 3	111	Getting Out of Seat 4		0
0	Getting Out of Seat 5		Getting Out of Seat 6		0
0	Getting Out of Seat 7		Getting Out of Seat 8		0
1	Getting Out of Seat 9	11	Getting Out of Seat 10	11	1
	Getting Out of Seat 11	1111	Getting Out of Seat 10		

5 talkative students missing & Blood Drive

Condition: 6th Teacher Rating of Disruptiveness 1-10: 3
 Date: 3/30/12 16.1

1	Labeled Praise 1	11	1-5	111 111 111 111 111	29
3	Labeled Praise 2	111	6-10	111 111 111 111	13
2	Labeled Praise 3	11	11-15	111 111 111	11
3	Labeled Praise 4	11	16-20	111 111 111 111	13
1	Labeled Praise 5	11	21-25	111 111 111	9
0	Labeled Praise 6	11	26-30	111	4
2	Labeled Praise 7	11	31-35	111 111	10
0	Labeled Praise 8	11	36-40	111 111 111	12
1	Labeled Praise 9	11	41-45	111	3
2	Labeled Praise 10	11	46-50	111 111	6
2	Labeled Praise 11	11	51-55		
2	Getting Out of Seat 1	1111	Getting Out of Seat 2		0
0	Getting Out of Seat 3		Getting Out of Seat 4		0
0	Getting Out of Seat 5		Getting Out of Seat 6		0
1	Getting Out of Seat 7	11	Getting Out of Seat 8		0
0	Getting Out of Seat 9	11	Getting Out of Seat 10	11	
2	Getting Out of Seat 11	1111	Getting Out of Seat 10		

Condition: 5th Teacher Rating of Disruptiveness 1-10: 5
Date: 4/9/12

0	Labeled Praise 1	1-5	Speaking Out of Turn 1	35
1	Labeled Praise 2	6-10	Speaking Out of Turn 2	13
1	Labeled Praise 3	11-15	Speaking Out of Turn 3	1
0	Labeled Praise 4	16-20	Speaking Out of Turn 4	0
0	Labeled Praise 5	21-25	Speaking Out of Turn 5	0
0	Labeled Praise 6	26-30	Speaking Out of Turn 6	2
3	Labeled Praise 7	31-35	Speaking Out of Turn 7	4
0	Labeled Praise 8	36-40	Speaking Out of Turn 8	0
1	Labeled Praise 9	41-45	Speaking Out of Turn 9	7
3	Labeled Praise 10	46-50	Speaking Out of Turn 10	5
	Labeled Praise 11	51-55	Speaking Out of Turn 11	

0	Getting Out of Seat 1		Getting Out of Seat 2	0
0	Getting Out of Seat 3		Getting Out of Seat 4	0
0	Getting Out of Seat 5		Getting Out of Seat 6	0
0	Getting Out of Seat 7		Getting Out of Seat 8	2
0	Getting Out of Seat 9		Getting Out of Seat 10	2
	Getting Out of Seat 11			

Condition: 6th Teacher Rating of Disruptiveness 1-10: 5
Date: 4/9/12

0	Labeled Praise 1	1-5	Speaking Out of Turn 1	45
1	Labeled Praise 2	6-10	Speaking Out of Turn 2	19
2	Labeled Praise 3	11-15	Speaking Out of Turn 3	14
0	Labeled Praise 4	16-20	Speaking Out of Turn 4	19
1	Labeled Praise 5	21-25	Speaking Out of Turn 5	20
0	Labeled Praise 6	26-30	Speaking Out of Turn 6	15
0	Labeled Praise 7	31-35	Speaking Out of Turn 7	17
1	Labeled Praise 8	36-40	Speaking Out of Turn 8	5
0	Labeled Praise 9	41-45	Speaking Out of Turn 9	8
0	Labeled Praise 10	46-50	Speaking Out of Turn 10	20
3	Labeled Praise 11	51-55	Speaking Out of Turn 11	9

2	Getting Out of Seat 1		Getting Out of Seat 2	0
0	Getting Out of Seat 3		Getting Out of Seat 4	1
0	Getting Out of Seat 5		Getting Out of Seat 6	0
2	Getting Out of Seat 7		Getting Out of Seat 8	0
0	Getting Out of Seat 9		Getting Out of Seat 10	0
	Getting Out of Seat 11			

Condition: 5th Teacher Rating of Disruptiveness 1-10: 4
Date: 4/11/12

0	Labeled Praise 1	1-5	Speaking Out of Turn 1	52
0	Labeled Praise 2	6-10	Speaking Out of Turn 2	28
1	Labeled Praise 3	11-15	Speaking Out of Turn 3	4
2	Labeled Praise 4	16-20	Speaking Out of Turn 4	3
4	Labeled Praise 5	21-25	Speaking Out of Turn 5	0
0	Labeled Praise 6	26-30	Speaking Out of Turn 6	2
4	Labeled Praise 7	31-35	Speaking Out of Turn 7	10
1	Labeled Praise 8	36-40	Speaking Out of Turn 8	4
1	Labeled Praise 9	41-45	Speaking Out of Turn 9	1
0	Labeled Praise 10	46-50	Speaking Out of Turn 10	14
5	Labeled Praise 11	51-55	Speaking Out of Turn 11	5

2	Getting Out of Seat 1		Getting Out of Seat 2	3
0	Getting Out of Seat 3		Getting Out of Seat 4	0
1	Getting Out of Seat 5		Getting Out of Seat 6	0
1	Getting Out of Seat 7		Getting Out of Seat 8	1
2	Getting Out of Seat 9		Getting Out of Seat 10	4
0	Getting Out of Seat 11			

Condition: 6th Teacher Rating of Disruptiveness 1-10: 3
Date: 4/11/12

2	Labeled Praise 1	1-5	Speaking Out of Turn 1	37
0	Labeled Praise 2	6-10	Speaking Out of Turn 2	8
2	Labeled Praise 3	11-15	Speaking Out of Turn 3	10
1	Labeled Praise 4	16-20	Speaking Out of Turn 4	0
2	Labeled Praise 5	21-25	Speaking Out of Turn 5	5
0	Labeled Praise 6	26-30	Speaking Out of Turn 6	6
0	Labeled Praise 7	31-35	Speaking Out of Turn 7	13
0	Labeled Praise 8	36-40	Speaking Out of Turn 8	2
2	Labeled Praise 9	41-45	Speaking Out of Turn 9	
0	Labeled Praise 10	46-50	Speaking Out of Turn 10	
0	Labeled Praise 11	51-55	Speaking Out of Turn 11	

1	Getting Out of Seat 1		Getting Out of Seat 2	0
0	Getting Out of Seat 3		Getting Out of Seat 4	1
0	Getting Out of Seat 5		Getting Out of Seat 6	2
0	Getting Out of Seat 7		Getting Out of Seat 8	0
0	Getting Out of Seat 9		Getting Out of Seat 10	0
	Getting Out of Seat 11			

finished assignment early

Condition: 5 th		Teacher Rating of Disruptiveness 1-10: 2	
Date: 4/14/12		19	
1	Labeled Praise 1	1-5 Speaking Out of Turn 1	29
2	Labeled Praise 2	6-10 Speaking Out of Turn 2	22
0	Labeled Praise 3	11-15 Speaking Out of Turn 3	2
1	Labeled Praise 4	16-20 Speaking Out of Turn 4	4
0	Labeled Praise 5	21-25 Speaking Out of Turn 5	0
1	Labeled Praise 6	26-30 Speaking Out of Turn 6	4
1	Labeled Praise 7	31-35 Speaking Out of Turn 7	0
2	Labeled Praise 8	36-40 Speaking Out of Turn 8	11
0	Labeled Praise 9	41-45 Speaking Out of Turn 9	6
0	Labeled Praise 10	46-50 Speaking Out of Turn 10	0
	Labeled Praise 11	51-55 Speaking Out of Turn 11	
2	Getting Out of Seat 1	Getting Out of Seat 2	4
0	Getting Out of Seat 3	Getting Out of Seat 4	1
0	Getting out of Seat 5	Getting Out of Seat 6	2
1	Getting Out of Seat 7	Getting Out of Seat 8	3
4	Getting Out of Seat 9	Getting Out of Seat 10	
	Getting Out of Seat 11		

Condition: 6 th		Teacher Rating of Disruptiveness 1-10: 3	
Date: 4/14/12		19	
2	Labeled Praise 1	1-5 Speaking Out of Turn 1	27
1	Labeled Praise 2	6-10 Speaking Out of Turn 2	4
1	Labeled Praise 3	11-15 Speaking Out of Turn 3	6
3	Labeled Praise 4	16-20 Speaking Out of Turn 4	4
2	Labeled Praise 5	21-25 Speaking Out of Turn 5	14
0	Labeled Praise 6	26-30 Speaking Out of Turn 6	8
4	Labeled Praise 7	31-35 Speaking Out of Turn 7	15
0	Labeled Praise 8	36-40 Speaking Out of Turn 8	13
0	Labeled Praise 9	41-45 Speaking Out of Turn 9	6
0	Labeled Praise 10	46-50 Speaking Out of Turn 10	
0	Labeled Praise 11	51-55 Speaking Out of Turn 11	
3	Getting Out of Seat 1	Getting Out of Seat 2	0
0	Getting Out of Seat 3	Getting Out of Seat 4	0
0	Getting out of Seat 5	Getting Out of Seat 6	0
0	Getting Out of Seat 7	Getting Out of Seat 8	0
0	Getting Out of Seat 9	Getting Out of Seat 10	4
	Getting Out of Seat 11		

Condition: 5 th		Teacher Rating of Disruptiveness 1-10: 4	
Date: 4/25/12		26	
1	Labeled Praise 1	1-5 Speaking Out of Turn 1	39
0	Labeled Praise 2	6-10 Speaking Out of Turn 2	11
2	Labeled Praise 3	11-15 Speaking Out of Turn 3	17
1	Labeled Praise 4	16-20 Speaking Out of Turn 4	9
4	Labeled Praise 5	21-25 Speaking Out of Turn 5	5
2	Labeled Praise 6	26-30 Speaking Out of Turn 6	3
1	Labeled Praise 7	31-35 Speaking Out of Turn 7	11
1	Labeled Praise 8	36-40 Speaking Out of Turn 8	4
1	Labeled Praise 9	41-45 Speaking Out of Turn 9	9
0	Labeled Praise 10	46-50 Speaking Out of Turn 10	4
0	Labeled Praise 11	51-55 Speaking Out of Turn 11	
0	Getting Out of Seat 1	Getting Out of Seat 2	1
1	Getting Out of Seat 3	Getting Out of Seat 4	0
0	Getting out of Seat 5	Getting Out of Seat 6	0
1	Getting Out of Seat 7	Getting Out of Seat 8	2
	Getting Out of Seat 9	Getting Out of Seat 10	0
	Getting Out of Seat 11		

Condition: 6 th		Teacher Rating of Disruptiveness 1-10: 4	
Date: 4/25/12		20	
0	Labeled Praise 1	1-5 Speaking Out of Turn 1	40
2	Labeled Praise 2	6-10 Speaking Out of Turn 2	28
1	Labeled Praise 3	11-15 Speaking Out of Turn 3	10
1	Labeled Praise 4	16-20 Speaking Out of Turn 4	8
0	Labeled Praise 5	21-25 Speaking Out of Turn 5	12
1	Labeled Praise 6	26-30 Speaking Out of Turn 6	8
0	Labeled Praise 7	31-35 Speaking Out of Turn 7	5
0	Labeled Praise 8	36-40 Speaking Out of Turn 8	11
0	Labeled Praise 9	41-45 Speaking Out of Turn 9	4
1	Labeled Praise 10	46-50 Speaking Out of Turn 10	
2	Labeled Praise 11	51-55 Speaking Out of Turn 11	
	Getting Out of Seat 1	Getting Out of Seat 2	
	Getting Out of Seat 3	Getting Out of Seat 4	
	Getting out of Seat 5	Getting Out of Seat 6	
	Getting Out of Seat 7	Getting Out of Seat 8	
	Getting Out of Seat 9	Getting Out of Seat 10	
	Getting Out of Seat 11		

Condition: 5th Teacher Rating of Disruptiveness 1-10: 2

Date: 5/8/12

Labeled Praise 1	1-5	Speaking Out of Turn 1		27
Labeled Praise 2	6-10	Speaking Out of Turn 2		13
Labeled Praise 3	11-15	Speaking Out of Turn 3		6
Labeled Praise 4	16-20	Speaking Out of Turn 4		6
Labeled Praise 5	21-25	Speaking Out of Turn 5		4
Labeled Praise 6	26-30	Speaking Out of Turn 6		0
Labeled Praise 7	31-35	Speaking Out of Turn 7		0
Labeled Praise 8	36-40	Speaking Out of Turn 8		0
Labeled Praise 9	41-45	Speaking Out of Turn 9		0
Labeled Praise 10	46-50	Speaking Out of Turn 10		0
Labeled Praise 11	51-55	Speaking Out of Turn 11		0

Getting Out of Seat 1		Getting Out of Seat 2		0
Getting Out of Seat 3		Getting Out of Seat 4		1
Getting Out of Seat 5		Getting Out of Seat 6		2
Getting Out of Seat 7		Getting Out of Seat 8		2
Getting Out of Seat 9		Getting Out of Seat 10		0
Getting Out of Seat 11				0

Condition: 6th Teacher Rating of Disruptiveness 1-10: 3

Date: 5/8/12

Labeled Praise 1	1-5	Speaking Out of Turn 1		24
Labeled Praise 2	6-10	Speaking Out of Turn 2		14
Labeled Praise 3	11-15	Speaking Out of Turn 3		14
Labeled Praise 4	16-20	Speaking Out of Turn 4		9
Labeled Praise 5	21-25	Speaking Out of Turn 5		2
Labeled Praise 6	26-30	Speaking Out of Turn 6		8
Labeled Praise 7	31-35	Speaking Out of Turn 7		6
Labeled Praise 8	36-40	Speaking Out of Turn 8		10
Labeled Praise 9	41-45	Speaking Out of Turn 9		0
Labeled Praise 10	46-50	Speaking Out of Turn 10		0
Labeled Praise 11	51-55	Speaking Out of Turn 11		0

Getting Out of Seat 1		Getting Out of Seat 2		1
Getting Out of Seat 3		Getting Out of Seat 4		1
Getting Out of Seat 5		Getting Out of Seat 6		0
Getting Out of Seat 7		Getting Out of Seat 8		0
Getting Out of Seat 9		Getting Out of Seat 10		0
Getting Out of Seat 11				0

Condition: 5th Teacher Rating of Disruptiveness 1-10: 4

Date: 5/10/12

Labeled Praise 1	1-5	Speaking Out of Turn 1		50
Labeled Praise 2	6-10	Speaking Out of Turn 2		24
Labeled Praise 3	11-15	Speaking Out of Turn 3		5
Labeled Praise 4	16-20	Speaking Out of Turn 4		6
Labeled Praise 5	21-25	Speaking Out of Turn 5		2
Labeled Praise 6	26-30	Speaking Out of Turn 6		4
Labeled Praise 7	31-35	Speaking Out of Turn 7		3
Labeled Praise 8	36-40	Speaking Out of Turn 8		0
Labeled Praise 9	41-45	Speaking Out of Turn 9		0
Labeled Praise 10	46-50	Speaking Out of Turn 10		0
Labeled Praise 11	51-55	Speaking Out of Turn 11		0

Getting Out of Seat 1		Getting Out of Seat 2		4
Getting Out of Seat 3		Getting Out of Seat 4		1
Getting Out of Seat 5		Getting Out of Seat 6		2
Getting Out of Seat 7		Getting Out of Seat 8		1
Getting Out of Seat 9		Getting Out of Seat 10		0
Getting Out of Seat 11				0

Condition: 6th Teacher Rating of Disruptiveness 1-10: 5

Date: 5/10/12

Labeled Praise 1	1-5	Speaking Out of Turn 1		26
Labeled Praise 2	6-10	Speaking Out of Turn 2		16
Labeled Praise 3	11-15	Speaking Out of Turn 3		5
Labeled Praise 4	16-20	Speaking Out of Turn 4		15
Labeled Praise 5	21-25	Speaking Out of Turn 5		10
Labeled Praise 6	26-30	Speaking Out of Turn 6		12
Labeled Praise 7	31-35	Speaking Out of Turn 7		7
Labeled Praise 8	36-40	Speaking Out of Turn 8		4
Labeled Praise 9	41-45	Speaking Out of Turn 9		0
Labeled Praise 10	46-50	Speaking Out of Turn 10		0
Labeled Praise 11	51-55	Speaking Out of Turn 11		0

Getting Out of Seat 1		Getting Out of Seat 2		0
Getting Out of Seat 3		Getting Out of Seat 4		0
Getting Out of Seat 5		Getting Out of Seat 6		0
Getting Out of Seat 7		Getting Out of Seat 8		0
Getting Out of Seat 9		Getting Out of Seat 10		2
Getting Out of Seat 11				0

Condition: 5^m Teacher Rating of Disruptiveness 1-10: 2
 Date: 5/14/12 23

0	Labeled Praise 1	Speaking Out of Turn 1		40
1	Labeled Praise 2	Speaking Out of Turn 2		21
1	Labeled Praise 3	Speaking Out of Turn 3		10
2	Labeled Praise 4	Speaking Out of Turn 4		14
6	Labeled Praise 5	Speaking Out of Turn 5		10
2	Labeled Praise 6	Speaking Out of Turn 6		8
0	Labeled Praise 7	Speaking Out of Turn 7		6
1	Labeled Praise 8	Speaking Out of Turn 8		5
0	Labeled Praise 9	Speaking Out of Turn 9		5
1	Labeled Praise 10	Speaking Out of Turn 10		8
	Labeled Praise 11	Speaking Out of Turn 11		
2	Getting Out of Seat 1	Getting Out of Seat 2		0
3	Getting Out of Seat 3	Getting Out of Seat 4		4
1	Getting Out of Seat 5	Getting Out of Seat 6		0
1	Getting Out of Seat 7	Getting Out of Seat 8		1
1	Getting Out of Seat 9	Getting Out of Seat 10		
	Getting Out of Seat 11			

Condition: 6^m Teacher Rating of Disruptiveness 1-10: 3.5
 Date: 5/14/12 23

0	Labeled Praise 1	Speaking Out of Turn 1		29
0	Labeled Praise 2	Speaking Out of Turn 2		16
1	Labeled Praise 3	Speaking Out of Turn 3		22
1	Labeled Praise 4	Speaking Out of Turn 4		13
1	Labeled Praise 5	Speaking Out of Turn 5		7
	Labeled Praise 6	Speaking Out of Turn 6		10
	Labeled Praise 7	Speaking Out of Turn 7		9
	Labeled Praise 8	Speaking Out of Turn 8		6
	Labeled Praise 9	Speaking Out of Turn 9		
	Labeled Praise 10	Speaking Out of Turn 10		
	Labeled Praise 11	Speaking Out of Turn 11		
1	Getting Out of Seat 1	Getting Out of Seat 2		1
0	Getting Out of Seat 3	Getting Out of Seat 4		1
0	Getting Out of Seat 5	Getting Out of Seat 6		0
0	Getting Out of Seat 7	Getting Out of Seat 8		1
	Getting Out of Seat 9	Getting Out of Seat 10		
	Getting Out of Seat 11			

Condition: 5^m Teacher Rating of Disruptiveness 1-10: 1
 Date: 5/15/12 24

0	Labeled Praise 1	Speaking Out of Turn 1		37
0	Labeled Praise 2	Speaking Out of Turn 2		9
0	Labeled Praise 3	Speaking Out of Turn 3		9
1	Labeled Praise 4	Speaking Out of Turn 4		0
1	Labeled Praise 5	Speaking Out of Turn 5		2
0	Labeled Praise 6	Speaking Out of Turn 6		2
4	Labeled Praise 7	Speaking Out of Turn 7		5
	Labeled Praise 8	Speaking Out of Turn 8		
	Labeled Praise 9	Speaking Out of Turn 9		
	Labeled Praise 10	Speaking Out of Turn 10		
	Labeled Praise 11	Speaking Out of Turn 11		
5	Getting Out of Seat 1	Getting Out of Seat 2		2
2	Getting Out of Seat 3	Getting Out of Seat 4		1
0	Getting Out of Seat 5	Getting Out of Seat 6		0
3	Getting Out of Seat 7	Getting Out of Seat 8		1
0	Getting Out of Seat 9	Getting Out of Seat 10		0
	Getting Out of Seat 11			

Condition: 6^m Teacher Rating of Disruptiveness 1-10: 3
 Date: 5/15/12 24

0	Labeled Praise 1	Speaking Out of Turn 1		7
0	Labeled Praise 2	Speaking Out of Turn 2		10.000 to 00 get back from 1000 to 1000000
0	Labeled Praise 3	Speaking Out of Turn 3		20
1	Labeled Praise 4	Speaking Out of Turn 4		10
1	Labeled Praise 5	Speaking Out of Turn 5		9
2	Labeled Praise 6	Speaking Out of Turn 6		2
0	Labeled Praise 7	Speaking Out of Turn 7		4
1	Labeled Praise 8	Speaking Out of Turn 8		10
0	Labeled Praise 9	Speaking Out of Turn 9		
0	Labeled Praise 10	Speaking Out of Turn 10		
1	Labeled Praise 11	Speaking Out of Turn 11		
0	Getting Out of Seat 1	Getting Out of Seat 2		0
0	Getting Out of Seat 3	Getting Out of Seat 4		0
0	Getting Out of Seat 5	Getting Out of Seat 6		0
0	Getting Out of Seat 7	Getting Out of Seat 8		0
0	Getting Out of Seat 9	Getting Out of Seat 10		
0	Getting Out of Seat 11			

Appendix C

Raw data collected and entered into Microsoft Excel.

Observation 1 Date 1/6/2012 Rating 8
 Condition 5th Hour

Labeled Praise 1	0		Speaking Out of Turn 1	56	
Labeled Praise 2	0		Speaking Out of Turn 2	17	
Labeled Praise 3	0		Speaking Out of Turn 3	13	
Labeled Praise 4	0		Speaking Out of Turn 4	18	
Labeled Praise 5	1		Speaking Out of Turn 5	17	
Labeled Praise 6	1		Speaking Out of Turn 6	19	
Labeled Praise 7	0		Speaking Out of Turn 7	23	
Labeled Praise 8	0		Speaking Out of Turn 8	23	
Labeled Praise 9	0		Speaking Out of Turn 9	35	
Labeled Praise 10	0		Speaking Out of Turn 10	8	
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	3		Getting Out of Seat 2	6	
Getting Out of Seat 3	3		Getting Out of Seat 4	1	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	2		Getting Out of Seat 8	0	
Getting Out of Seat 9	0		Getting Out of Seat 10	2	
Getting Out of Seat 11	7				

	LP	SOT	GOS	Total BD
Average	0.181818	22.9	2.181818	12.04762
Sum	2	229	24	253

Observation 1 Date 1/6/2012 Rating 7
 Condition 6th

Labeled Praise 1	0		Speaking Out of Turn 1	63	
Labeled Praise 2	0		Speaking Out of Turn 2	45	
Labeled Praise 3	0		Speaking Out of Turn 3	34	
Labeled Praise 4	0		Speaking Out of Turn 4	25	
Labeled Praise 5	0		Speaking Out of Turn 5	40	
Labeled Praise 6	0		Speaking Out of Turn 6	45	
Labeled Praise 7	0		Speaking Out of Turn 7	27	
Labeled Praise 8	0		Speaking Out of Turn 8	5	
Labeled Praise 9	0		Speaking Out of Turn 9		
Labeled Praise 10	0		Speaking Out of Turn 10		
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	0		Getting Out of Seat 2	1	
Getting Out of Seat 3	1		Getting Out of Seat 4	0	
Getting out of Seat 5	2		Getting Out of Seat 6	2	
Getting Out of Seat 7	7		Getting Out of Seat 8	19	
Getting Out of Seat 9	5		Getting Out of Seat 10	2	
Getting Out of Seat 11					

	LP	SOT	GOS	Total
Average	0	35.5	3.9	17.94444
Sum	0	284	39	323

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation 2
Condition 5th

Date 1/9/2012

Rating 5

Labeled Praise 1	0		Speaking Out of Turn 1	50	
Labeled Praise 2	0		Speaking Out of Turn 2	20	
Labeled Praise 3	1		Speaking Out of Turn 3	35	
Labeled Praise 4	0		Speaking Out of Turn 4	19	
Labeled Praise 5	0		Speaking Out of Turn 5	18	
Labeled Praise 6	0		Speaking Out of Turn 6	30	
Labeled Praise 7	0		Speaking Out of Turn 7	30	
Labeled Praise 8	0		Speaking Out of Turn 8	15	
Labeled Praise 9	0		Speaking Out of Turn 9	20	
Labeled Praise 10	0		Speaking Out of Turn 10		
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	3		Getting Out of Seat 2	1	
Getting Out of Seat 3	1		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	2	
Getting Out of Seat 7	1		Getting Out of Seat 8	0	
Getting Out of Seat 9	0		Getting Out of Seat 10	4	
Getting Out of Seat 11	2				

	LP	SOT	GOS	Total
Average	0.090909	26.33333	1.272727	12.55
Sum	1	237	14	251

Observation 2nd
Conditon 6th

Date 1/9/2012

Rating 3.5

Labeled Praise 1	0		Speaking Out of Turn 1	60	
Labeled Praise 2	0		Speaking Out of Turn 2	35	
Labeled Praise 3	1		Speaking Out of Turn 3	26	
Labeled Praise 4	0		Speaking Out of Turn 4	23	
Labeled Praise 5	0		Speaking Out of Turn 5	7	
Labeled Praise 6	0		Speaking Out of Turn 6	11	
Labeled Praise 7	0		Speaking Out of Turn 7	9	
Labeled Praise 8	0		Speaking Out of Turn 8	22	
Labeled Praise 9	0		Speaking Out of Turn 9	18	
Labeled Praise 10	1		Speaking Out of Turn 10	9	
Labeled Praise 11	0		Speaking Out of Turn 11	11	
Getting Out of Seat 1	3		Getting Out of Seat 2	0	
Getting Out of Seat 3	0		Getting Out of Seat 4	1	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	7	
Getting Out of Seat 9	1		Getting Out of Seat 10	4	
Getting Out of Seat 11	10				

	LP	SOT	GOS	total
Average	0.181818	21	2.363636	11.68182
Sum	2	231	26	257

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation 3
Condition 5th hour

Date 1/11/2012

Rating 4

Labeled Praise 1	0		Speaking Out of Turn 1	53	
Labeled Praise 2	0		Speaking Out of Turn 2	7	
Labeled Praise 3	0		Speaking Out of Turn 3	9	
Labeled Praise 4	0		Speaking Out of Turn 4	30	
Labeled Praise 5	0		Speaking Out of Turn 5	13	
Labeled Praise 6	0		Speaking Out of Turn 6	6	
Labeled Praise 7	0		Speaking Out of Turn 7	12	
Labeled Praise 8	0		Speaking Out of Turn 8	12	
Labeled Praise 9	0		Speaking Out of Turn 9	7	
Labeled Praise 10	0		Speaking Out of Turn 10	10	
Labeled Praise 11	0		Speaking Out of Turn 11	8	
Getting Out of Seat 1	8		Getting Out of Seat 2	0	
Getting Out of Seat 3	1		Getting Out of Seat 4	5	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	0	
Getting Out of Seat 9	3		Getting Out of Seat 10	6	
Getting Out of Seat 11	13				

	LP	SOT	GOS	Total
Average	0	15.18182	3.272727	9.227273
Sum	0	167	36	203

Observation 3
Condition 6th hour

Date 1/11/2012

Rating 2.5

Labeled Praise 1	0		Speaking Out of Turn 1	54	
Labeled Praise 2	0		Speaking Out of Turn 2	34	
Labeled Praise 3	0		Speaking Out of Turn 3	23	
Labeled Praise 4	0		Speaking Out of Turn 4	15	
Labeled Praise 5	0		Speaking Out of Turn 5	8	
Labeled Praise 6	0		Speaking Out of Turn 6	7	
Labeled Praise 7	0		Speaking Out of Turn 7	9	
Labeled Praise 8	0		Speaking Out of Turn 8		
Labeled Praise 9	0		Speaking Out of Turn 9		
Labeled Praise 10	0		Speaking Out of Turn 10		
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	6		Getting Out of Seat 2	2	
Getting Out of Seat 3	1		Getting Out of Seat 4	1	
Getting out of Seat 5	0		Getting Out of Seat 6	7	
Getting Out of Seat 7	5		Getting Out of Seat 8	3	
Getting Out of Seat 9	3		Getting Out of Seat 10	2	
Getting Out of Seat 11	8				

	LP	SOT	GOS	Total BD
Average	0	21.42857	3.454545	10.44444
Sum	0	150	38	188

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation 4
Condition 5th hour

Date 1/13/2012

Rating 4

Labeled Praise 1	0		Speaking Out of Turn 1	50	
Labeled Praise 2	0		Speaking Out of Turn 2	37	
Labeled Praise 3	0		Speaking Out of Turn 3	10	
Labeled Praise 4	0		Speaking Out of Turn 4	8	
Labeled Praise 5	0		Speaking Out of Turn 5	6	
Labeled Praise 6	0		Speaking Out of Turn 6	7	
Labeled Praise 7	0		Speaking Out of Turn 7	7	
Labeled Praise 8	0		Speaking Out of Turn 8	0	
Labeled Praise 9	0		Speaking Out of Turn 9	4	
Labeled Praise 10	0		Speaking Out of Turn 10	10	
Labeled Praise 11	0		Speaking Out of Turn 11	9	
Getting Out of Seat 1	11		Getting Out of Seat 2	2	
Getting Out of Seat 3	4		Getting Out of Seat 4	2	
Getting out of Seat 5	1		Getting Out of Seat 6	1	
Getting Out of Seat 7	2		Getting Out of Seat 8	1	
Getting Out of Seat 9	1		Getting Out of Seat 10	0	
Getting Out of Seat 11	1				

	LP	SOT	GOS	Total BD
Average	0	13.45455	2.363636	7.909091
Sum	0	148	26	174

Observation 4
Condition 6th hour

Date 1/13/2012

Rating 4

Labeled Praise 1	0		Speaking Out of Turn 1	33	
Labeled Praise 2	0		Speaking Out of Turn 2	25	
Labeled Praise 3	0		Speaking Out of Turn 3	35	
Labeled Praise 4	0		Speaking Out of Turn 4	20	
Labeled Praise 5	0		Speaking Out of Turn 5	33	
Labeled Praise 6	0		Speaking Out of Turn 6	22	
Labeled Praise 7	0		Speaking Out of Turn 7	10	
Labeled Praise 8	0		Speaking Out of Turn 8	18	
Labeled Praise 9	0		Speaking Out of Turn 9	17	
Labeled Praise 10	0		Speaking Out of Turn 10	10	
Labeled Praise 11	0		Speaking Out of Turn 11	6	
Getting Out of Seat 1	5		Getting Out of Seat 2	3	
Getting Out of Seat 3	1		Getting Out of Seat 4	1	
Getting out of Seat 5	3		Getting Out of Seat 6	3	
Getting Out of Seat 7	4		Getting Out of Seat 8	2	
Getting Out of Seat 9	5		Getting Out of Seat 10	1	
Getting Out of Seat 11	6				

	LP	SOT	GOS	Total BD
Average	0	20.81818	3.090909	11.95455
Sum	0	229	34	263

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation 5
Condition 5th hour

Date 1/18/2012

Rating 7

Labeled Praise 1	0		Speaking Out of Turn 1	59	
Labeled Praise 2	0		Speaking Out of Turn 2	9	
Labeled Praise 3	0		Speaking Out of Turn 3	17	
Labeled Praise 4	0		Speaking Out of Turn 4	8	
Labeled Praise 5	0		Speaking Out of Turn 5	4	
Labeled Praise 6	0		Speaking Out of Turn 6	10	
Labeled Praise 7	0		Speaking Out of Turn 7	8	
Labeled Praise 8	0		Speaking Out of Turn 8	16	
Labeled Praise 9	0		Speaking Out of Turn 9	16	
Labeled Praise 10	0		Speaking Out of Turn 10	2	
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	7		Getting Out of Seat 2	1	
Getting Out of Seat 3	2		Getting Out of Seat 4	2	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	6	
Getting Out of Seat 9	1		Getting Out of Seat 10	0	
Getting Out of Seat 11	2				

	LP	SOT	GOS	Total BD
Average	0	14.9	1.909091	8.095238
Sum	0	149	21	170

Observation 5
Condition 6th

Date 18-Jan

Rating 5

Labeled Praise 1	0		Speaking Out of Turn 1	43	
Labeled Praise 2	0		Speaking Out of Turn 2	22	
Labeled Praise 3	0		Speaking Out of Turn 3	25	
Labeled Praise 4	0		Speaking Out of Turn 4	31	
Labeled Praise 5	0		Speaking Out of Turn 5	24	
Labeled Praise 6	0		Speaking Out of Turn 6	14	
Labeled Praise 7	0		Speaking Out of Turn 7	12	
Labeled Praise 8	0		Speaking Out of Turn 8	17	
Labeled Praise 9	0		Speaking Out of Turn 9	15	
Labeled Praise 10	0		Speaking Out of Turn 10	12	
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	10		Getting Out of Seat 2	1	
Getting Out of Seat 3	0		Getting Out of Seat 4	1	
Getting out of Seat 5	2		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	0	
Getting Out of Seat 9	1		Getting Out of Seat 10	0	
Getting Out of Seat 11	9				

	LP	SOT	GOS	Total BD
Average	0	21.5	2.181818	11.38095
Sum	0	215	24	239

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation 6
Condition 5th

Date 1/20/2012

Rating 7

Labeled Praise 1	0		Speaking Out of Turn 1	46	
Labeled Praise 2	0		Speaking Out of Turn 2	11	
Labeled Praise 3	0		Speaking Out of Turn 3	15	
Labeled Praise 4	0		Speaking Out of Turn 4	9	
Labeled Praise 5	0		Speaking Out of Turn 5	18	
Labeled Praise 6	0		Speaking Out of Turn 6	12	
Labeled Praise 7	0		Speaking Out of Turn 7	9	
Labeled Praise 8	0		Speaking Out of Turn 8	22	
Labeled Praise 9	0		Speaking Out of Turn 9	15	
Labeled Praise 10	0		Speaking Out of Turn 10	9	
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	3		Getting Out of Seat 2	1	
Getting Out of Seat 3	2		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	1	
Getting Out of Seat 9	0		Getting Out of Seat 10	6	
Getting Out of Seat 11	4				

	LP	SOT	GOS	Total BD
Average	0	16.6	1.545455	8.714286
Sum	0	166	17	183

Observation 6
Condition 6th hour

Date 1/23/2012

Rating 5

Labeled Praise 1	0		Speaking Out of Turn 1	58	
Labeled Praise 2	0		Speaking Out of Turn 2	32	
Labeled Praise 3	0		Speaking Out of Turn 3	26	
Labeled Praise 4	0		Speaking Out of Turn 4	27	
Labeled Praise 5	0		Speaking Out of Turn 5	19	
Labeled Praise 6	0		Speaking Out of Turn 6	14	
Labeled Praise 7	0		Speaking Out of Turn 7	12	
Labeled Praise 8	0		Speaking Out of Turn 8	18	
Labeled Praise 9	0		Speaking Out of Turn 9	1	
Labeled Praise 10	0		Speaking Out of Turn 10		
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	1		Getting Out of Seat 2	0	
Getting Out of Seat 3	0		Getting Out of Seat 4	1	
Getting out of Seat 5	3		Getting Out of Seat 6	3	
Getting Out of Seat 7	4		Getting Out of Seat 8	9	
Getting Out of Seat 9	5		Getting Out of Seat 10	0	
Getting Out of Seat 11					

	LP	SOT	GOS	Total BD
Average	0	23	2.6	12.26316
Sum	0	207	26	233

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation 7
Condition 5th hour

Date 1/23/2012

Rating 4

Labeled Praise 1	0		Speaking Out of Turn 1	38	
Labeled Praise 2	0		Speaking Out of Turn 2	15	
Labeled Praise 3	0		Speaking Out of Turn 3	11	
Labeled Praise 4	0		Speaking Out of Turn 4	5	
Labeled Praise 5	0		Speaking Out of Turn 5	21	
Labeled Praise 6	0		Speaking Out of Turn 6	12	
Labeled Praise 7	0		Speaking Out of Turn 7	13	
Labeled Praise 8	0		Speaking Out of Turn 8	8	
Labeled Praise 9	0		Speaking Out of Turn 9	18	
Labeled Praise 10	0		Speaking Out of Turn 10	6	
Labeled Praise 11	0		Speaking Out of Turn 11	2	
Getting Out of Seat 1	8		Getting Out of Seat 2	1	
Getting Out of Seat 3	0		Getting Out of Seat 4	1	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	1		Getting Out of Seat 8	1	
Getting Out of Seat 9	1		Getting Out of Seat 10	1	
Getting Out of Seat 11	5				

	LP	SOT	GOS	Total BD
Average	0	13.54545	1.727273	7.636364
Sum	0	149	19	168

Observation 7
Condition 6th hour

Date 1/30/2012

Rating 6

Labeled Praise 1	0		Speaking Out of Turn 1	61	
Labeled Praise 2	0		Speaking Out of Turn 2	29	
Labeled Praise 3	0		Speaking Out of Turn 3	24	
Labeled Praise 4	0		Speaking Out of Turn 4	44	
Labeled Praise 5	0		Speaking Out of Turn 5	38	
Labeled Praise 6	0		Speaking Out of Turn 6	17	
Labeled Praise 7	0		Speaking Out of Turn 7	11	
Labeled Praise 8	0		Speaking Out of Turn 8	5	
Labeled Praise 9	0		Speaking Out of Turn 9	9	
Labeled Praise 10	0		Speaking Out of Turn 10	9	
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	7		Getting Out of Seat 2	3	
Getting Out of Seat 3	0		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	2	
Getting Out of Seat 7	1		Getting Out of Seat 8	6	
Getting Out of Seat 9	2		Getting Out of Seat 10	14	
Getting Out of Seat 11	8				

	LP	SOT	GOS	Total BD
Average	0	24.7	3.909091	13.80952
Sum	0	247	43	290

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation 8
Condition 5th

Date 30-Jan

Rating 1

Labeled Praise 1	0		Speaking Out of Turn 1	53	
Labeled Praise 2	0		Speaking Out of Turn 2	5	
Labeled Praise 3	1		Speaking Out of Turn 3	9	
Labeled Praise 4	0		Speaking Out of Turn 4	19	
Labeled Praise 5	0		Speaking Out of Turn 5	31	
Labeled Praise 6	0		Speaking Out of Turn 6	16	
Labeled Praise 7	0		Speaking Out of Turn 7	20	
Labeled Praise 8	0		Speaking Out of Turn 8	18	
Labeled Praise 9	0		Speaking Out of Turn 9	25	
Labeled Praise 10	0		Speaking Out of Turn 10	13	
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	3		Getting Out of Seat 2	0	
Getting Out of Seat 3	1		Getting Out of Seat 4	2	
Getting out of Seat 5	2		Getting Out of Seat 6	1	
Getting Out of Seat 7	6		Getting Out of Seat 8	2	
Getting Out of Seat 9	1		Getting Out of Seat 10	5	
Getting Out of Seat 11	1				

	LP	SOT	GOS	Total BD
Average	0.090909	20.9	2.181818	11.09524
Sum	1	209	24	233

Observation 8
Condition 6th hour

Date 2/1/2012

Rating 5

Labeled Praise 1	0		Speaking Out of Turn 1	54	
Labeled Praise 2	0		Speaking Out of Turn 2	49	
Labeled Praise 3	0		Speaking Out of Turn 3	24	
Labeled Praise 4	0		Speaking Out of Turn 4	34	
Labeled Praise 5	0		Speaking Out of Turn 5	14	
Labeled Praise 6	0		Speaking Out of Turn 6	12	
Labeled Praise 7	0		Speaking Out of Turn 7	10	
Labeled Praise 8	0		Speaking Out of Turn 8	11	
Labeled Praise 9	0		Speaking Out of Turn 9	26	
Labeled Praise 10	0		Speaking Out of Turn 10	31	
Labeled Praise 11	0		Speaking Out of Turn 11	47	
Getting Out of Seat 1	0		Getting Out of Seat 2	2	
Getting Out of Seat 3	1		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	1		Getting Out of Seat 8	0	
Getting Out of Seat 9	3		Getting Out of Seat 10	2	
Getting Out of Seat 11	9				

	LP	SOT	GOS	Total BD
Average	0	28.36364	1.636364	15
Sum	0	312	18	330

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation 9
Condition 5th

Date 2/1/2012

Rating 4

Labeled Praise 1	0		Speaking Out of Turn 1	56	
Labeled Praise 2	0		Speaking Out of Turn 2	10	
Labeled Praise 3	0		Speaking Out of Turn 3	12	
Labeled Praise 4	0		Speaking Out of Turn 4	6	
Labeled Praise 5	0		Speaking Out of Turn 5	5	
Labeled Praise 6	0		Speaking Out of Turn 6	11	
Labeled Praise 7	0		Speaking Out of Turn 7	8	
Labeled Praise 8	0		Speaking Out of Turn 8	21	
Labeled Praise 9	1		Speaking Out of Turn 9	17	
Labeled Praise 10	0		Speaking Out of Turn 10	8	
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	4		Getting Out of Seat 2	7	
Getting Out of Seat 3	2		Getting Out of Seat 4	1	
Getting out of Seat 5	3		Getting Out of Seat 6	1	
Getting Out of Seat 7	2		Getting Out of Seat 8	0	
Getting Out of Seat 9	4		Getting Out of Seat 10	15	
Getting Out of Seat 11	6				

	LP	SOT	GOS	Total BD
Average	0.090909	15.4	4.090909	9.47619
Sum	1	154	45	199

Observation 9
Condition 6th

Date 2/8/2012

Rating 6

Labeled Praise 1	0		Speaking Out of Turn 1	52	
Labeled Praise 2	0		Speaking Out of Turn 2	40	
Labeled Praise 3	0		Speaking Out of Turn 3	33	
Labeled Praise 4	0		Speaking Out of Turn 4	34	
Labeled Praise 5	0		Speaking Out of Turn 5	20	
Labeled Praise 6	0		Speaking Out of Turn 6	9	
Labeled Praise 7	0		Speaking Out of Turn 7	13	
Labeled Praise 8	0		Speaking Out of Turn 8	10	
Labeled Praise 9	0		Speaking Out of Turn 9	36	
Labeled Praise 10	0		Speaking Out of Turn 10	32	
Labeled Praise 11	0		Speaking Out of Turn 11	7	
Getting Out of Seat 1	1		Getting Out of Seat 2	3	
Getting Out of Seat 3	3		Getting Out of Seat 4	1	
Getting out of Seat 5	4		Getting Out of Seat 6	1	
Getting Out of Seat 7	1		Getting Out of Seat 8	0	
Getting Out of Seat 9	0		Getting Out of Seat 10	1	
Getting Out of Seat 11	20				

	LP	SOT	GOS	Total BD
Average	0	26	3.181818	14.59091
Sum	0	286	35	321

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation 10
Condition 5th

Date 2/8/2012

Rating 5

Labeled Praise 1	0		Speaking Out of Turn 1	38	
Labeled Praise 2	0		Speaking Out of Turn 2	13	
Labeled Praise 3	0		Speaking Out of Turn 3	5	
Labeled Praise 4	0		Speaking Out of Turn 4	19	
Labeled Praise 5	0		Speaking Out of Turn 5	23	
Labeled Praise 6	0		Speaking Out of Turn 6	36	
Labeled Praise 7	0		Speaking Out of Turn 7	25	
Labeled Praise 8	0		Speaking Out of Turn 8	0	
Labeled Praise 9	0		Speaking Out of Turn 9	12	
Labeled Praise 10	0		Speaking Out of Turn 10	9	
Labeled Praise 11	0		Speaking Out of Turn 11	15	
Getting Out of Seat 1	0		Getting Out of Seat 2	2	
Getting Out of Seat 3	1		Getting Out of Seat 4	4	
Getting out of Seat 5	2		Getting Out of Seat 6	4	
Getting Out of Seat 7	1		Getting Out of Seat 8	0	
Getting Out of Seat 9	1		Getting Out of Seat 10	1	
Getting Out of Seat 11	3				

	LP	SOT	GOS	Total BD
Average	0	17.72727	1.727273	9.727273
Sum	0	195	19	214

Observation 10
Condition 6th hour

Date 2/10/2012

Rating 4

Labeled Praise 1	0		Speaking Out of Turn 1	50	
Labeled Praise 2	0		Speaking Out of Turn 2	45	
Labeled Praise 3	0		Speaking Out of Turn 3	38	
Labeled Praise 4	0		Speaking Out of Turn 4	16	
Labeled Praise 5	0		Speaking Out of Turn 5	10	
Labeled Praise 6	0		Speaking Out of Turn 6	22	
Labeled Praise 7	0		Speaking Out of Turn 7	32	
Labeled Praise 8	0		Speaking Out of Turn 8	16	
Labeled Praise 9	0		Speaking Out of Turn 9	20	
Labeled Praise 10	0		Speaking Out of Turn 10	11	
Labeled Praise 11	0		Speaking Out of Turn 11	10	
Getting Out of Seat 1	6		Getting Out of Seat 2	2	
Getting Out of Seat 3	3		Getting Out of Seat 4	2	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	0	
Getting Out of Seat 9	3		Getting Out of Seat 10	5	
Getting Out of Seat 11	11				

	LP	SOT	GOS	Total BD
Average	0	24.54545	2.909091	13.72727
Sum	0	270	32	302

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation P11
Condition 5th hour

Date 2/27/2012

Rating 0

Labeled Praise 1	0		Speaking Out of Turn 1	45	
Labeled Praise 2	0		Speaking Out of Turn 2	5	
Labeled Praise 3	2		Speaking Out of Turn 3	7	
Labeled Praise 4	1		Speaking Out of Turn 4	7	
Labeled Praise 5	2		Speaking Out of Turn 5	3	
Labeled Praise 6	1		Speaking Out of Turn 6	5	
Labeled Praise 7	2		Speaking Out of Turn 7	11	
Labeled Praise 8	2		Speaking Out of Turn 8	2	
Labeled Praise 9	4		Speaking Out of Turn 9	2	
Labeled Praise 10	4		Speaking Out of Turn 10	4	
Labeled Praise 11	2		Speaking Out of Turn 11		
Getting Out of Seat 1	6		Getting Out of Seat 2	0	
Getting Out of Seat 3	0		Getting Out of Seat 4	1	
Getting out of Seat 5	1		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	0	
Getting Out of Seat 9	1		Getting Out of Seat 10	5	
Getting Out of Seat 11	3				

	LP	SOT	GOS	Total BD
Average	1.818182	9.1	1.545455	5.142857
Sum	20	91	17	108

Observation 11
Condition 6th

Date 2/21/2012

Rating 3

Labeled Praise 1	0		Speaking Out of Turn 1	45	
Labeled Praise 2	0		Speaking Out of Turn 2	27	
Labeled Praise 3	0		Speaking Out of Turn 3	15	
Labeled Praise 4	0		Speaking Out of Turn 4	2	
Labeled Praise 5	0		Speaking Out of Turn 5	9	
Labeled Praise 6	0		Speaking Out of Turn 6	15	
Labeled Praise 7	0		Speaking Out of Turn 7	2	
Labeled Praise 8	0		Speaking Out of Turn 8	12	
Labeled Praise 9	0		Speaking Out of Turn 9	15	
Labeled Praise 10	0		Speaking Out of Turn 10	4	
Labeled Praise 11	0		Speaking Out of Turn 11	2	
Getting Out of Seat 1	5		Getting Out of Seat 2	1	
Getting Out of Seat 3	1		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	1	
Getting Out of Seat 7	0		Getting Out of Seat 8	4	
Getting Out of Seat 9	3		Getting Out of Seat 10	6	
Getting Out of Seat 11	12				

	LP	SOT	GOS	Total BD
Average	0	13.45455	3	8.227273
Sum	0	148	33	181

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation P2
Condition 5th

Date 2/29/2012

Rating 5

Labeled Praise 1	2		Speaking Out of Turn 1	23	
Labeled Praise 2	1		Speaking Out of Turn 2	2	
Labeled Praise 3	2		Speaking Out of Turn 3	2	
Labeled Praise 4	3		Speaking Out of Turn 4	3	
Labeled Praise 5	2		Speaking Out of Turn 5	5	
Labeled Praise 6	1		Speaking Out of Turn 6	6	
Labeled Praise 7	2		Speaking Out of Turn 7	5	
Labeled Praise 8	0		Speaking Out of Turn 8	3	
Labeled Praise 9	2		Speaking Out of Turn 9	3	
Labeled Praise 10	3		Speaking Out of Turn 10	3	
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	8		Getting Out of Seat 2	2	
Getting Out of Seat 3	0		Getting Out of Seat 4	3	
Getting out of Seat 5	1		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	0	
Getting Out of Seat 9	4		Getting Out of Seat 10	0	
Getting Out of Seat 11	1				

	LP	SOT	GOS	Total BD
Average	1.636364	5.5	2.25	3.52381
Sum	18	55	19	74

Observation 12
Condition 6th

Date 3/5/2012

Rating 4

Labeled Praise 1	0		Speaking Out of Turn 1	54	
Labeled Praise 2	0		Speaking Out of Turn 2	21	
Labeled Praise 3	0		Speaking Out of Turn 3	18	
Labeled Praise 4	0		Speaking Out of Turn 4	8	
Labeled Praise 5	0		Speaking Out of Turn 5	4	
Labeled Praise 6	0		Speaking Out of Turn 6	0	
Labeled Praise 7	0		Speaking Out of Turn 7	2	
Labeled Praise 8	0		Speaking Out of Turn 8	0	
Labeled Praise 9	0		Speaking Out of Turn 9	3	
Labeled Praise 10	0		Speaking Out of Turn 10	3	
Labeled Praise 11	0		Speaking Out of Turn 11	4	
Getting Out of Seat 1	3		Getting Out of Seat 2	0	
Getting Out of Seat 3	2		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	2	
Getting Out of Seat 7	1		Getting Out of Seat 8	0	
Getting Out of Seat 9	1		Getting Out of Seat 10	0	
Getting Out of Seat 11	1				

	LP	SOT	GOS	Total BD
Average	0	10.63636	0.909091	5.772727
Sum	0	117	10	127

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation P3
Condition 5th

Date 3/5/2012

Rating 1

Labeled Praise 1	2		Speaking Out of Turn 1	8	
Labeled Praise 2	2		Speaking Out of Turn 2	1	
Labeled Praise 3	1		Speaking Out of Turn 3	4	
Labeled Praise 4	1		Speaking Out of Turn 4	4	
Labeled Praise 5	1		Speaking Out of Turn 5	5	
Labeled Praise 6	0		Speaking Out of Turn 6	0	
Labeled Praise 7	0		Speaking Out of Turn 7	2	
Labeled Praise 8	0		Speaking Out of Turn 8	9	
Labeled Praise 9	3		Speaking Out of Turn 9	0	
Labeled Praise 10	2		Speaking Out of Turn 10	0	
Labeled Praise 11			Speaking Out of Turn 11		
Getting Out of Seat 1	3		Getting Out of Seat 2	1	
Getting Out of Seat 3	1		Getting Out of Seat 4	2	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	0	
Getting Out of Seat 9	3		Getting Out of Seat 10	1	
Getting Out of Seat 11					

	LP	SOT	GOS	Total BD
Average	1.2	3.3	1.1	2.2
Sum	12	33	11	44

Observation 13
Condition 6th

Date 3/9/2012

Rating 4

Labeled Praise 1	0		Speaking Out of Turn 1	74	
Labeled Praise 2	0		Speaking Out of Turn 2	40	
Labeled Praise 3	0		Speaking Out of Turn 3	27	
Labeled Praise 4	0		Speaking Out of Turn 4	50	
Labeled Praise 5	0		Speaking Out of Turn 5	36	
Labeled Praise 6	0		Speaking Out of Turn 6	12	
Labeled Praise 7	0		Speaking Out of Turn 7	13	
Labeled Praise 8	0		Speaking Out of Turn 8	20	
Labeled Praise 9	0		Speaking Out of Turn 9	17	
Labeled Praise 10	0		Speaking Out of Turn 10	22	
Labeled Praise 11	0		Speaking Out of Turn 11	8	
Getting Out of Seat 1	3		Getting Out of Seat 2	0	
Getting Out of Seat 3	5		Getting Out of Seat 4	0	
Getting out of Seat 5	1		Getting Out of Seat 6	6	
Getting Out of Seat 7	1		Getting Out of Seat 8	0	
Getting Out of Seat 9	1		Getting Out of Seat 10	2	
Getting Out of Seat 11	10				

	LP	SOT	GOS	Total BD
Average	0	29	2.636364	15.81818
Sum	0	319	29	348

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation P4
Condition 5th

Date 3/9/2012

Rating 1

Labeled Praise 1	2		Speaking Out of Turn 1	10	
Labeled Praise 2	5		Speaking Out of Turn 2	0	
Labeled Praise 3	2		Speaking Out of Turn 3	0	
Labeled Praise 4	0		Speaking Out of Turn 4	9	
Labeled Praise 5	1		Speaking Out of Turn 5	4	
Labeled Praise 6	0		Speaking Out of Turn 6	2	
Labeled Praise 7	2		Speaking Out of Turn 7	4	
Labeled Praise 8	2		Speaking Out of Turn 8	7	
Labeled Praise 9	1		Speaking Out of Turn 9	12	
Labeled Praise 10	1		Speaking Out of Turn 10	0	
Labeled Praise 11	1		Speaking Out of Turn 11		
Getting Out of Seat 1	1		Getting Out of Seat 2	0	
Getting Out of Seat 3	1		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	0	
Getting Out of Seat 9	0		Getting Out of Seat 10	1	
Getting Out of Seat 11	6				

	LP	SOT	GOS	Total BD
Average	1.545455	4.8	0.818182	2.714286
Sum	17	48	9	57

Observation 14
Condition 6th

Date 3/26/2012

Rating 4

Labeled Praise 1	0		Speaking Out of Turn 1	34	
Labeled Praise 2	0		Speaking Out of Turn 2	18	
Labeled Praise 3	0		Speaking Out of Turn 3	19	
Labeled Praise 4	0		Speaking Out of Turn 4	15	
Labeled Praise 5	0		Speaking Out of Turn 5	20	
Labeled Praise 6	0		Speaking Out of Turn 6	21	
Labeled Praise 7	0		Speaking Out of Turn 7	5	
Labeled Praise 8	0		Speaking Out of Turn 8	13	
Labeled Praise 9	0		Speaking Out of Turn 9	17	
Labeled Praise 10	0		Speaking Out of Turn 10	18	
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	0		Getting Out of Seat 2	0	
Getting Out of Seat 3	0		Getting Out of Seat 4	1	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	0	
Getting Out of Seat 9	0		Getting Out of Seat 10	0	
Getting Out of Seat 11	4				

	LP	SOT	GOS	Total BD
Average	0	18	0.454545	8.809524
Sum	0	180	5	185

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation P5
Condition 5th

Date 3/26/2012

Rating 2

Labeled Praise 1	2		Speaking Out of Turn 1	16	
Labeled Praise 2	2		Speaking Out of Turn 2	18	
Labeled Praise 3	0		Speaking Out of Turn 3	10	
Labeled Praise 4	2		Speaking Out of Turn 4	7	
Labeled Praise 5	1		Speaking Out of Turn 5	7	
Labeled Praise 6	2		Speaking Out of Turn 6	4	
Labeled Praise 7	0		Speaking Out of Turn 7	5	
Labeled Praise 8	0		Speaking Out of Turn 8	5	
Labeled Praise 9	2		Speaking Out of Turn 9	9	
Labeled Praise 10	0		Speaking Out of Turn 10	3	
Labeled Praise 11	1		Speaking Out of Turn 11		
Getting Out of Seat 1	4		Getting Out of Seat 2	0	
Getting Out of Seat 3	3		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	1	
Getting Out of Seat 7	1		Getting Out of Seat 8	0	
Getting Out of Seat 9	1		Getting Out of Seat 10	1	
Getting Out of Seat 11	5				

	LP	SOT	GOS	Total BD
Average	1.090909	8.4	1.454545	4.761905
Sum	12	84	16	100

Observation 15
Condition 6th

Date 3/28/2012

Rating 3

Labeled Praise 1	0		Speaking Out of Turn 1	34	
Labeled Praise 2	0		Speaking Out of Turn 2	31	
Labeled Praise 3	0		Speaking Out of Turn 3	9	
Labeled Praise 4	0		Speaking Out of Turn 4	10	
Labeled Praise 5	0		Speaking Out of Turn 5	8	
Labeled Praise 6	0		Speaking Out of Turn 6	5	
Labeled Praise 7	0		Speaking Out of Turn 7	6	
Labeled Praise 8	0		Speaking Out of Turn 8	10	
Labeled Praise 9	0		Speaking Out of Turn 9		
Labeled Praise 10	0		Speaking Out of Turn 10		
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	1		Getting Out of Seat 2	2	
Getting Out of Seat 3	0		Getting Out of Seat 4	0	
Getting out of Seat 5	1		Getting Out of Seat 6	1	
Getting Out of Seat 7	4		Getting Out of Seat 8	1	
Getting Out of Seat 9	1		Getting Out of Seat 10	1	
Getting Out of Seat 11	1				

	LP	SOT	GOS	Total BD
Average	0	14.125	1.181818	6.631579
Sum	0	113	13	126

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation P6
Condition 5th Hour

Date 3/30/2012

Rating 2

Labeled Praise 1	0		Speaking Out of Turn 1	23	
Labeled Praise 2	1		Speaking Out of Turn 2	5	
Labeled Praise 3	1		Speaking Out of Turn 3	10	
Labeled Praise 4	1		Speaking Out of Turn 4	9	
Labeled Praise 5	0		Speaking Out of Turn 5	8	
Labeled Praise 6	0		Speaking Out of Turn 6	10	
Labeled Praise 7	0		Speaking Out of Turn 7	9	
Labeled Praise 8	0		Speaking Out of Turn 8	2	
Labeled Praise 9	2		Speaking Out of Turn 9	5	
Labeled Praise 10	0		Speaking Out of Turn 10		
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	4		Getting Out of Seat 2	3	
Getting Out of Seat 3	2		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	0	
Getting Out of Seat 9	1		Getting Out of Seat 10	1	
Getting Out of Seat 11	4				

	LP	SOT	GOS	Total BD
Average	0.454545	9	1.363636	4.761905
Sum	5	81	15	96

Observation P1
Condition 6th

Date 3/30/2012

Rating 3

Labeled Praise 1	1		Speaking Out of Turn 1	29	
Labeled Praise 2	3		Speaking Out of Turn 2	13	
Labeled Praise 3	2		Speaking Out of Turn 3	11	
Labeled Praise 4	3		Speaking Out of Turn 4	13	
Labeled Praise 5	1		Speaking Out of Turn 5	9	
Labeled Praise 6	0		Speaking Out of Turn 6	4	
Labeled Praise 7	2		Speaking Out of Turn 7	10	
Labeled Praise 8	0		Speaking Out of Turn 8	12	
Labeled Praise 9	1		Speaking Out of Turn 9	3	
Labeled Praise 10	2		Speaking Out of Turn 10	6	
Labeled Praise 11	2		Speaking Out of Turn 11		
Getting Out of Seat 1	2		Getting Out of Seat 2	0	
Getting Out of Seat 3	0		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	1		Getting Out of Seat 8	0	
Getting Out of Seat 9	0		Getting Out of Seat 10	2	
Getting Out of Seat 11	2				

	LP	SOT	GOS	Total BD
Average	1.545455	11	0.636364	5.571429
Sum	17	110	7	117

Observation P7
Condition 5th

Date 4/9/2012

Rating 5

Labeled Praise 1	0		Speaking Out of Turn 1	35	
Labeled Praise 2	1		Speaking Out of Turn 2	13	
Labeled Praise 3	1		Speaking Out of Turn 3	1	
Labeled Praise 4	0		Speaking Out of Turn 4	0	
Labeled Praise 5	0		Speaking Out of Turn 5	0	
Labeled Praise 6	0		Speaking Out of Turn 6	2	
Labeled Praise 7	3		Speaking Out of Turn 7	4	
Labeled Praise 8	0		Speaking Out of Turn 8	0	
Labeled Praise 9	1		Speaking Out of Turn 9	7	
Labeled Praise 10	3		Speaking Out of Turn 10	5	
Labeled Praise 11	3		Speaking Out of Turn 11		
Getting Out of Seat 1	8		Getting Out of Seat 2	0	
Getting Out of Seat 3	0		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	2	
Getting Out of Seat 9	0		Getting Out of Seat 10	2	
Getting Out of Seat 11	2				

	LP	SOT	GOS	Total BD
Average	1.090909	6.7	1.272727	3.857143
Sum	12	67	14	81

Observation P2
Condition 6th

Date 4/9/2012

Rating 5

Labeled Praise 1	0		Speaking Out of Turn 1	45	
Labeled Praise 2	1		Speaking Out of Turn 2	19	
Labeled Praise 3	2		Speaking Out of Turn 3	14	
Labeled Praise 4	0		Speaking Out of Turn 4	19	
Labeled Praise 5	1		Speaking Out of Turn 5	20	
Labeled Praise 6	0		Speaking Out of Turn 6	15	
Labeled Praise 7	0		Speaking Out of Turn 7	17	
Labeled Praise 8	1		Speaking Out of Turn 8	5	
Labeled Praise 9	0		Speaking Out of Turn 9	8	
Labeled Praise 10	0		Speaking Out of Turn 10	20	
Labeled Praise 11	3		Speaking Out of Turn 11	9	
Getting Out of Seat 1	2		Getting Out of Seat 2	0	
Getting Out of Seat 3	0		Getting Out of Seat 4	1	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	2		Getting Out of Seat 8	0	
Getting Out of Seat 9	0		Getting Out of Seat 10	0	
Getting Out of Seat 11	4				

	LP	SOT	GOS	Total BD
Average	0.727273	17.36364	0.818182	9.090909
Sum	8	191	9	200

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation P8
Condition 5th

Date 4/11/2012

Rating 4

Labeled Praise 1	0		Speaking Out of Turn 1	52	
Labeled Praise 2	0		Speaking Out of Turn 2	28	
Labeled Praise 3	1		Speaking Out of Turn 3	4	
Labeled Praise 4	2		Speaking Out of Turn 4	3	
Labeled Praise 5	4		Speaking Out of Turn 5	0	
Labeled Praise 6	0		Speaking Out of Turn 6	2	
Labeled Praise 7	4		Speaking Out of Turn 7	6	
Labeled Praise 8	1		Speaking Out of Turn 8	4	
Labeled Praise 9	1		Speaking Out of Turn 9	1	
Labeled Praise 10	0		Speaking Out of Turn 10	14	
Labeled Praise 11	5		Speaking Out of Turn 11	5	
Getting Out of Seat 1	2		Getting Out of Seat 2	3	
Getting Out of Seat 3	0		Getting Out of Seat 4	0	
Getting out of Seat 5	1		Getting Out of Seat 6	0	
Getting Out of Seat 7	1		Getting Out of Seat 8	1	
Getting Out of Seat 9	2		Getting Out of Seat 10	6	
Getting Out of Seat 11	0				

	LP	SOT	GOS	Total BD
Average	1.636364	10.81818	2	6.136364
Sum	18	119	10	135

Observation P3
Condition 6th

Date 4/11/2012

Rating 3

Labeled Praise 1	2		Speaking Out of Turn 1	37	
Labeled Praise 2	0		Speaking Out of Turn 2	8	
Labeled Praise 3	2		Speaking Out of Turn 3	10	
Labeled Praise 4	1		Speaking Out of Turn 4	0	
Labeled Praise 5	2		Speaking Out of Turn 5	5	
Labeled Praise 6	0		Speaking Out of Turn 6	6	
Labeled Praise 7	0		Speaking Out of Turn 7	13	
Labeled Praise 8	0		Speaking Out of Turn 8	2	
Labeled Praise 9	2		Speaking Out of Turn 9		
Labeled Praise 10	0		Speaking Out of Turn 10		
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	1		Getting Out of Seat 2	0	
Getting Out of Seat 3	0		Getting Out of Seat 4	1	
Getting out of Seat 5	0		Getting Out of Seat 6	2	
Getting Out of Seat 7	0		Getting Out of Seat 8	0	
Getting Out of Seat 9	0		Getting Out of Seat 10	0	
Getting Out of Seat 11	0				

	LP	SOT	GOS	Total BD
Average	0.818182	10.125	0.363636	4.473684
Sum	9	81	4	85

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation P9
Condition 5th

Date 4/16/2012

Rating 2

Labeled Praise 1	1		Speaking Out of Turn 1	29	
Labeled Praise 2	2		Speaking Out of Turn 2	22	
Labeled Praise 3	0		Speaking Out of Turn 3	2	
Labeled Praise 4	1		Speaking Out of Turn 4	4	
Labeled Praise 5	0		Speaking Out of Turn 5	0	
Labeled Praise 6	1		Speaking Out of Turn 6	6	
Labeled Praise 7	1		Speaking Out of Turn 7	0	
Labeled Praise 8	2		Speaking Out of Turn 8	11	
Labeled Praise 9	0		Speaking Out of Turn 9	6	
Labeled Praise 10	0		Speaking Out of Turn 10	8	
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	2		Getting Out of Seat 2	4	
Getting Out of Seat 3	0		Getting Out of Seat 4	1	
Getting out of Seat 5	0		Getting Out of Seat 6	2	
Getting Out of Seat 7	1		Getting Out of Seat 8	3	
Getting Out of Seat 9	4		Getting Out of Seat 10	4	
Getting Out of Seat 11	0				

	LP	SOT	GOS	Total BD
Average	0.727273	8.8	1.909091	5.190476
Sum	8	88	21	109

Observation P4
Condition 6th

Date 4/16/2012

Rating 3

Labeled Praise 1	2		Speaking Out of Turn 1	27	
Labeled Praise 2	1		Speaking Out of Turn 2	4	
Labeled Praise 3	1		Speaking Out of Turn 3	6	
Labeled Praise 4	3		Speaking Out of Turn 4	4	
Labeled Praise 5	2		Speaking Out of Turn 5	14	
Labeled Praise 6	0		Speaking Out of Turn 6	8	
Labeled Praise 7	4		Speaking Out of Turn 7	15	
Labeled Praise 8	0		Speaking Out of Turn 8	13	
Labeled Praise 9	0		Speaking Out of Turn 9	8	
Labeled Praise 10	0		Speaking Out of Turn 10		
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	3		Getting Out of Seat 2	0	
Getting Out of Seat 3	0		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	0	
Getting Out of Seat 9	0		Getting Out of Seat 10	4	
Getting Out of Seat 11	1				

	LP	SOT	GOS	Total BD
Average	1.181818	11	0.727273	5.35
Sum	13	99	8	107

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation P10
Condition 5th

Date 4/25/2012

Rating 4

Labeled Praise 1	1		Speaking Out of Turn 1	39	
Labeled Praise 2	0		Speaking Out of Turn 2	11	
Labeled Praise 3	2		Speaking Out of Turn 3	17	
Labeled Praise 4	1		Speaking Out of Turn 4	9	
Labeled Praise 5	4		Speaking Out of Turn 5	5	
Labeled Praise 6	2		Speaking Out of Turn 6	3	
Labeled Praise 7	1		Speaking Out of Turn 7	11	
Labeled Praise 8	1		Speaking Out of Turn 8	4	
Labeled Praise 9	1		Speaking Out of Turn 9	9	
Labeled Praise 10	0		Speaking Out of Turn 10	4	
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	6		Getting Out of Seat 2	1	
Getting Out of Seat 3	1		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	1		Getting Out of Seat 8	2	
Getting Out of Seat 9	3		Getting Out of Seat 10	0	
Getting Out of Seat 11	10				

	LP	SOT	GOS	Total BD
Average	1.181818	11.2	2.181818	6.47619
Sum	13	112	24	136

Observation P5
Condition 6th

Date 4/25/2012

Rating 4

Labeled Praise 1	0		Speaking Out of Turn 1	40	
Labeled Praise 2	2		Speaking Out of Turn 2	28	
Labeled Praise 3	1		Speaking Out of Turn 3	10	
Labeled Praise 4	1		Speaking Out of Turn 4	8	
Labeled Praise 5	0		Speaking Out of Turn 5	12	
Labeled Praise 6	1		Speaking Out of Turn 6	8	
Labeled Praise 7	0		Speaking Out of Turn 7	5	
Labeled Praise 8	0		Speaking Out of Turn 8	11	
Labeled Praise 9	0		Speaking Out of Turn 9	4	
Labeled Praise 10	1		Speaking Out of Turn 10	13	
Labeled Praise 11	2		Speaking Out of Turn 11	9	
Getting Out of Seat 1	0		Getting Out of Seat 2	0	
Getting Out of Seat 3	0		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	0	
Getting Out of Seat 9	0		Getting Out of Seat 10	0	
Getting Out of Seat 11	0				

	LP	SOT	GOS	Total BD
Average	0.727273	13.45455	0	6.727273
Sum	8	148	0	148

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation P11
Condition 5th

Date 5/8/2012

Rating 2

Labeled Praise 1	0		Speaking Out of Turn 1	27	
Labeled Praise 2	0		Speaking Out of Turn 2	13	
Labeled Praise 3	1		Speaking Out of Turn 3	6	
Labeled Praise 4	1		Speaking Out of Turn 4	6	
Labeled Praise 5	0		Speaking Out of Turn 5	6	
Labeled Praise 6	0		Speaking Out of Turn 6	0	
Labeled Praise 7	0		Speaking Out of Turn 7	1	
Labeled Praise 8	0		Speaking Out of Turn 8		
Labeled Praise 9	0		Speaking Out of Turn 9		
Labeled Praise 10	0		Speaking Out of Turn 10		
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	2		Getting Out of Seat 2	0	
Getting Out of Seat 3	0		Getting Out of Seat 4	1	
Getting out of Seat 5	2		Getting Out of Seat 6	2	
Getting Out of Seat 7	2		Getting Out of Seat 8	0	
Getting Out of Seat 9	0		Getting Out of Seat 10	0	
Getting Out of Seat 11	0				

	LP	SOT	GOS	Total BD
Average	0.181818	8.428571	0.818182	3.777778
Sum	2	59	9	68

Observation P6
Condition 6th

Date 5/8/2012

Rating 3

Labeled Praise 1	0		Speaking Out of Turn 1	24	
Labeled Praise 2	0		Speaking Out of Turn 2	14	
Labeled Praise 3	1		Speaking Out of Turn 3	14	
Labeled Praise 4	0		Speaking Out of Turn 4	9	
Labeled Praise 5	3		Speaking Out of Turn 5	2	
Labeled Praise 6	0		Speaking Out of Turn 6	8	
Labeled Praise 7	2		Speaking Out of Turn 7	6	
Labeled Praise 8	0		Speaking Out of Turn 8	10	
Labeled Praise 9	1		Speaking Out of Turn 9		
Labeled Praise 10	0		Speaking Out of Turn 10		
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	1		Getting Out of Seat 2	1	
Getting Out of Seat 3	0		Getting Out of Seat 4	1	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8		
Getting Out of Seat 9	0		Getting Out of Seat 10		
Getting Out of Seat 11	0				

	LP	SOT	GOS	Total BD
Average	0.636364	10.875	10.875	5.294118
Sum	7	87	87	90

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation P12
Condition 5th

Date 5/10/2012

Rating 4

Labeled Praise 1	0		Speaking Out of Turn 1	50	
Labeled Praise 2	1		Speaking Out of Turn 2	24	
Labeled Praise 3	2		Speaking Out of Turn 3	5	
Labeled Praise 4	1		Speaking Out of Turn 4	6	
Labeled Praise 5	0		Speaking Out of Turn 5	2	
Labeled Praise 6	0		Speaking Out of Turn 6	3	
Labeled Praise 7	1		Speaking Out of Turn 7		
Labeled Praise 8	2		Speaking Out of Turn 8		
Labeled Praise 9	0		Speaking Out of Turn 9		
Labeled Praise 10	0		Speaking Out of Turn 10		
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	4		Getting Out of Seat 2	4	
Getting Out of Seat 3	0		Getting Out of Seat 4	1	
Getting out of Seat 5	2		Getting Out of Seat 6	2	
Getting Out of Seat 7	2		Getting Out of Seat 8	1	
Getting Out of Seat 9	2		Getting Out of Seat 10	2	
Getting Out of Seat 11	2				

	LP	SOT	GOS	Total BD
Average	0.636364	15		2 6.588235
Sum	7	90	22	112

Observation P7
Condition 6th

Date 5/10/2012

Rating 5

Labeled Praise 1	0		Speaking Out of Turn 1	26	
Labeled Praise 2	0		Speaking Out of Turn 2	16	
Labeled Praise 3	2		Speaking Out of Turn 3	5	
Labeled Praise 4	1		Speaking Out of Turn 4	15	
Labeled Praise 5	1		Speaking Out of Turn 5	10	
Labeled Praise 6	0		Speaking Out of Turn 6	12	
Labeled Praise 7	1		Speaking Out of Turn 7	7	
Labeled Praise 8	0		Speaking Out of Turn 8	4	
Labeled Praise 9	0		Speaking Out of Turn 9	10	
Labeled Praise 10	0		Speaking Out of Turn 10		
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	0		Getting Out of Seat 2	0	
Getting Out of Seat 3	1		Getting Out of Seat 4	0	
Getting out of Seat 5	1		Getting Out of Seat 6	0	
Getting Out of Seat 7	1		Getting Out of Seat 8	0	
Getting Out of Seat 9	0		Getting Out of Seat 10	2	
Getting Out of Seat 11	1				

	LP	SOT	GOS	Total BD
Average	0.454545	11.66667	0.545455	5.55
Sum	5	105	6	111

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation P13
Condition 5th

Date 5/14/2012

Rating 2

Labeled Praise 1	0		Speaking Out of Turn 1	40	
Labeled Praise 2	1		Speaking Out of Turn 2	21	
Labeled Praise 3	1		Speaking Out of Turn 3	10	
Labeled Praise 4	2		Speaking Out of Turn 4	14	
Labeled Praise 5	0		Speaking Out of Turn 5	10	
Labeled Praise 6	2		Speaking Out of Turn 6	8	
Labeled Praise 7	0		Speaking Out of Turn 7	6	
Labeled Praise 8	1		Speaking Out of Turn 8	5	
Labeled Praise 9	0		Speaking Out of Turn 9	5	
Labeled Praise 10	1		Speaking Out of Turn 10	8	
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	2		Getting Out of Seat 2	0	
Getting Out of Seat 3	3		Getting Out of Seat 4	4	
Getting out of Seat 5	1		Getting Out of Seat 6	0	
Getting Out of Seat 7	1		Getting Out of Seat 8	1	
Getting Out of Seat 9	1		Getting Out of Seat 10	4	
Getting Out of Seat 11	0				

	LP	SOT	GOS	Total BD
Average	0.727273	12.7	1.545455	6.857143
Sum	8	127	17	144

Observation P8
Condition 6th

Date 5/14/2012

Rating 3.5

Labeled Praise 1	0		Speaking Out of Turn 1	29	
Labeled Praise 2	0		Speaking Out of Turn 2	16	
Labeled Praise 3	1		Speaking Out of Turn 3	22	
Labeled Praise 4	1		Speaking Out of Turn 4	13	
Labeled Praise 5	1		Speaking Out of Turn 5	7	
Labeled Praise 6	0		Speaking Out of Turn 6	1	
Labeled Praise 7	0		Speaking Out of Turn 7	9	
Labeled Praise 8	0		Speaking Out of Turn 8	8	
Labeled Praise 9	0		Speaking Out of Turn 9		
Labeled Praise 10	0		Speaking Out of Turn 10		
Labeled Praise 11	0		Speaking Out of Turn 11		
Getting Out of Seat 1	1		Getting Out of Seat 2	1	
Getting Out of Seat 3	0		Getting Out of Seat 4	1	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	1	
Getting Out of Seat 9	0		Getting Out of Seat 10	0	
Getting Out of Seat 11	0				

	LP	SOT	GOS	Total BD
Average	0.272727	13.125	0.363636	5.736842
Sum	3	105	4	109

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation P14
Condition 5th

Date 5/15/2012

Rating 1

Labeled Praise 1	0		Speaking Out of Turn 1	37	
Labeled Praise 2	0		Speaking Out of Turn 2	9	
Labeled Praise 3	0		Speaking Out of Turn 3	9	
Labeled Praise 4	1		Speaking Out of Turn 4	0	
Labeled Praise 5	1		Speaking Out of Turn 5	2	
Labeled Praise 6	0		Speaking Out of Turn 6	2	
Labeled Praise 7	4		Speaking Out of Turn 7	5	
Labeled Praise 8	0		Speaking Out of Turn 8	0	
Labeled Praise 9	0		Speaking Out of Turn 9	0	
Labeled Praise 10	0		Speaking Out of Turn 10	0	
Labeled Praise 11	0		Speaking Out of Turn 11	0	
Getting Out of Seat 1	5		Getting Out of Seat 2	2	
Getting Out of Seat 3	2		Getting Out of Seat 4	1	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	3		Getting Out of Seat 8	1	
Getting Out of Seat 9	0		Getting Out of Seat 10	2	
Getting Out of Seat 11	4				

	LP	SOT	GOS	Total BD
Average	0.545455	5.818182	1.818182	3.818182
Sum	6	64	20	84

Observation P9
Condition 6th

Date 5/15/2012

Rating 3

Labeled Praise 1	0		Speaking Out of Turn 1	7	
Labeled Praise 2	0		Speaking Out of Turn 2	0	
Labeled Praise 3	0		Speaking Out of Turn 3	20	
Labeled Praise 4	1		Speaking Out of Turn 4	10	
Labeled Praise 5	1		Speaking Out of Turn 5	9	
Labeled Praise 6	2		Speaking Out of Turn 6	2	
Labeled Praise 7	0		Speaking Out of Turn 7	4	
Labeled Praise 8	1		Speaking Out of Turn 8	10	
Labeled Praise 9	0		Speaking Out of Turn 9	0	
Labeled Praise 10	0		Speaking Out of Turn 10	0	
Labeled Praise 11	1		Speaking Out of Turn 11	0	
Getting Out of Seat 1	0		Getting Out of Seat 2	0	
Getting Out of Seat 3	0		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	0	
Getting Out of Seat 9	0		Getting Out of Seat 10	2	
Getting Out of Seat 11	0				

	LP	SOT	GOS	Total BD
Average	0.545455	5.636364	0.181818	2.782609
Sum	6	62	2	64

LABELED PRAISES AND BEHAVIOR DISRUPTIONS

Observation P15
Condition 5th

Date 5/17/2012

Rating 1

Labeled Praise 1	0		Speaking Out of Turn 1		
Labeled Praise 2	2		Speaking Out of Turn 2	31	
Labeled Praise 3	0		Speaking Out of Turn 3	2	
Labeled Praise 4	0		Speaking Out of Turn 4	0	
Labeled Praise 5	0		Speaking Out of Turn 5	2	
Labeled Praise 6	3		Speaking Out of Turn 6	0	
Labeled Praise 7	0		Speaking Out of Turn 7	0	
Labeled Praise 8	0		Speaking Out of Turn 8	0	
Labeled Praise 9	0		Speaking Out of Turn 9	0	
Labeled Praise 10	0		Speaking Out of Turn 10	0	
Labeled Praise 11	0		Speaking Out of Turn 11	0	
Getting Out of Seat 1			Getting Out of Seat 2	1	
Getting Out of Seat 3	0		Getting Out of Seat 4	0	
Getting out of Seat 5	0		Getting Out of Seat 6	2	
Getting Out of Seat 7	2		Getting Out of Seat 8	0	
Getting Out of Seat 9	1		Getting Out of Seat 10	1	
Getting Out of Seat 11	10				

	LP	SOT	GOS	Total BD
Average	0.454545	3.5	1.7	2.6
Sum	5	35	17	52

Observation P10
Condition 6th

Date 5/17/2012

Rating 3

Labeled Praise 1	0		Speaking Out of Turn 1	39	
Labeled Praise 2	1		Speaking Out of Turn 2	30	
Labeled Praise 3	1		Speaking Out of Turn 3	14	
Labeled Praise 4	0		Speaking Out of Turn 4	7	
Labeled Praise 5	1		Speaking Out of Turn 5	9	
Labeled Praise 6	0		Speaking Out of Turn 6	5	
Labeled Praise 7	0		Speaking Out of Turn 7	5	
Labeled Praise 8	0		Speaking Out of Turn 8	10	
Labeled Praise 9	0		Speaking Out of Turn 9	6	
Labeled Praise 10	0		Speaking Out of Turn 10	11	
Labeled Praise 11	0		Speaking Out of Turn 11	9	
Getting Out of Seat 1	6		Getting Out of Seat 2	0	
Getting Out of Seat 3	0		Getting Out of Seat 4	1	
Getting out of Seat 5	0		Getting Out of Seat 6	0	
Getting Out of Seat 7	0		Getting Out of Seat 8	0	
Getting Out of Seat 9	0		Getting Out of Seat 10	0	
Getting Out of Seat 11	0				

	LP	SOT	GOS	Total BD
Average	0.272727	13.18182	0.636364	6.909091
Sum	3	145	7	152

Appendix D

The labeled praise worksheet given to teachers during the training session. The problem behavior was provided on the worksheet and the teacher found the opposite or desired behavior. Once the teacher found the desired behavior, the researcher asked them to create a labeled praise for the desired behavior.

Labeled Praises

<p>Labeled Praise Say specifically what you like about what your child is doing or saying</p>	<p>Causes child's good behavior to increase</p> <ul style="list-style-type: none"> ⌚ Shows approval ⌚ Increases child's self-esteem ⌚ Makes child feel good 	<p>Good job with that tower</p> <ul style="list-style-type: none"> ⌚ You drew a beautiful tree ⌚ Nice drawing ⌚ Thank you for sharing ⌚ I like how gently you're putting the crayons away
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Practicing Labeled Praise for Positive Opposites

Problem Behavior	Opposite Behavior	Praise
Disobeying	Minding Politely	Thank you for minding.
Grabbing Toys	Asking Politely	Good job for asking politely.
Yelling		
Swearing		
Playing "Deaf"		
Being Bossy		
Excessive Talking		
Whining		
Throwing Toys		

Hitting		
Wandering Around the Room		

How to Create Great Labeled Praises

Ways to Praise...

Praisable Behavior...

That's a great way to . . .

play gently with the toys

You're doing a nice job of . . .

using your indoor voice

I like it when you . . .

share the blocks

It's neat that you remembered to . . .

put away the cars first

What a wonderful idea to . . .

draw a picture for sister

Thank you for . . .

asking politely

Nice job of . . .

sitting still

How sweet of you to . . .

make one for me too

You should be proud of yourself for . .

minding so quickly

I'm proud of you for . . .

keeping on trying

You are so smart to . . .

fix it all by yourself

I'm so happy with you for

doing what I asked you

Super . . .

manners!

You're so polite to . . .

say thank-you

Good . . .

listening!

I like it when you . . .

talk like a 6-year-old

Good girl for . . .

waiting your turn

It's nice that you are . . .

sitting at the table with me

It's so cool that you're . . .

putting the cows to bed on time