

“Fun with Focus”: A Mental Skills Intervention with 3rd Graders

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Abstract

Fun with Focus was a mental skills intervention that targeted 3rd graders in a public, elementary school in Metairie, Louisiana, U.S.A. Its purpose was to educate the students through experiential learning activities with the ultimate goal of increasing their amount of time on task. The activities included a variety of exercises that addressed concentration and interpersonal relationships. The intervention strategies were designed to last five minutes and were implemented at strategic times during the ninety minute class period over fifteen days. Using a participant-observer method for data collection, the frequency of students' off-task behaviors were clustered into specific categories. It was hypothesized that “time on-task” could be inferred by measuring the frequency of ‘off-task’ behaviors. Analysis of the data indicated that there was a marked decrease in the frequency of “off-task” behaviors both during and following the intervention.

Introduction

The aftermath of a catastrophic natural disaster lingers far beyond the media coverage of CNN, the Weather Channel, and other national media outlets. In the case of Hurricanes Katrina and Rita, and most recently Hurricanes Gustav and Ike, the infrastructure of communities is decimated to the point that lives, literally and metaphorically, come to a halt. Recovery from these events continues well into future months, years, and decades. It is said that recovery focuses on resuming recognizable degrees of stability, normalcy, empowerment, and a renewed

sense of community (Ehrenreich, 2001) and that sport and recreation can be used as ‘normalizing’ activities (Henly & Colliard, 2005).

In addressing this possibility, Blom, Drane, D. and Green (2007) investigated the impact of youth sport on the recovery of those left in the wake of Hurricanes Katrina and Rita along the Gulf Coast region of the United States. Their findings indicated that youth sport had little impact on the immediate recovery process due to the impact these storms had on the mere existence of such programs. For example, results indicated

that 87% of all programs were totally eliminated as a result of the storms. Within programs that survived, there was an 87% increase in behavioral problems amongst the participants as well as a 47% increase amongst parents and coaches. The conclusion was drawn that youth sport was not a significant factor in the recovery process for youth. And, while most youth sport programs returned to the playing fields over the next three years, an aura of discontent, worry, anxiety, and post-Katrina stress disorder hovered over affected communities.

Lingering effects on the physical and emotional well-being of metropolitan New Orleans students proved to be pervasive and were often traced directly to the aftermath of the storm. Immediately following the storm in the New Orleans area, it was reported that 40% of those seeking medical help were experiencing post-traumatic stress syndrome (greater than 10 times the national average). Twenty months later, increases in anxiety cases had increased further (Samuels, 2008). Generally speaking, primary clinical concerns included emotional issues and trauma symptoms (e.g., increased acts of violence, depression, separation from parents complex, headaches, irritability, risk-taking behaviors, excessive clinginess) (Viadero, 2007).

Viadero (2007) also reported that a fourth of all students in the 3rd grade or younger experienced psychological distress to the extent that they should have been referred to mental health professionals. But, with a 90% drop in the number of available health care professionals post-Katrina, there was little help to be found (Sternberg, 2006). In fact, 2007 found 25% fewer acute care hospitals when compared to pre-Katrina numbers, as well as a 42% decrease from pre-Katrina numbers of available hospital beds. Circumstances remained difficult three years into

the recovery despite reports indicating a significant increase in the number of practicing physicians in the New Orleans metropolitan area (Evans, 2008). However, even with the increase in the number of physicians available, the infrastructure of the medical community was such that there were significant issues pertaining to services for the uninsured, the economic losses burdening the working hospitals, and the expected three to four years it was projected for the completion of a proposed facility whose purpose would be to serve the indigent.

The Intervention

Two and one-half years post-Katrina, the lead author delivered a workshop entitled “Leadership in the Classroom” to the faculty and staff of an elementary school located in the metropolitan area of New Orleans. It addressed various methods of classroom management that included: awareness of the changes in student culture over the past decade as a whole and, specifically, within the areas affected by the storm, a description of the “Mind Set for Success” needed to interact with the current population of students, a review of the basic mental skills utilized by leaders in today’s educational setting, specific “lessons” identified for leaders by Colin Powell (Harari, 2002), and a synopsis of factors influencing one’s level of happiness. As had been a custom following previous presentations of this nature to public schools in the area, the lead author offered his assistance to any teacher who wished to pursue specific applications of the strategies outlined in the presentation to his or her respective classroom. “Fun with Focus” was the result of a truly dynamic collaboration with a 3rd grade math teacher who solicited this assistance.

Fun with Focus is a mental skills training program implemented over a two month period following the workshop. It targeted a 3rd

grade math class comprised of thirty students whose daily schedule included a ‘home room period’ that segued into their formal instruction in math. Thus, they were in the same classroom for a total of 90 minutes. The students in this class were representative of most public school classrooms in the metropolitan New Orleans area. To wit, these students:

- 1) had been separated from a primary caregiver;
- 2) had transferred to a new school;
- 3) had lost a family member or friend;
- 4) had a parent who was unemployed;
- 5) were still living in FEMA trailers;
- 6) were still living with extended family members in their recently rebuilt homes;
- 7) had recently moved to entirely new locations; and/or,
- 8) were otherwise living under the extending circumstances created by the storm.

Indeed, only three of the thirty students were participating in organized youth sport. The full-time classroom teacher identified an area of major concern described as extensive off-task behaviors exhibited by the students that disrupted the learning environment. She sought new instructional methods that could remedy the situation. Thus, the purpose of the intervention was to address the students’ skills of attentional focus and interpersonal skills.

From the onset, it was explained to all student participants, their parents/guardians, the principal, and the classroom teacher that this was an educational intervention that would address skills in concentration and time on task, not a clinical intervention conducted by a licensed psychologist. The program was organized to include:

- 1) four days of Pre-Intervention data collection,
- 2) fifteen days of intervention, and,

- 3) four days of Post-Intervention data collection.

The intervention strategies were designed to last approximately five minutes and were implemented at strategic times during the ninety minute class period, e.g., immediately following morning announcements, approximately 30-40 minutes into the class session, when ‘the moment’ called for redirecting attention, and/or just prior to exchanging classes. The time allotted to the intervention strategies varied in length but was intended to serve the purpose of enhancing the academic lesson rather than supplanting it. The strategies included a variety of exercises that addressed concentration and interpersonal relationships, e.g., “Up and Down the Ladder” (counting breaths); “In & Out” (ratio breathing); “Squeeze ‘Em” (progressive relaxation); “My Favorite Place” (guided imagery); “The Centipede” (walking meditation); “Salute the Sun” (focused stretching); “NSEW” (focused stretching); “Silent and Calm” (five minutes during which the students executed exercises of their choosing); “Respect: Self, Others, School” (interpersonal relations); “The 3 C’s: Calm, Composure, Consistent” (self regulation). In addition, a strategy referred to as “The Scoreboard” was used in order to quantify the perceived social climate of the classroom as a whole. A 1-10 scale was established whereby a ‘1’ indicated “the worst possible day with the most off-task behaviors possible” while a ‘10’ indicated “the best possible day with the least amount of off-task behaviors possible”. This particular strategy was conveyed to the students at the end of the class period to describe the ‘state of the union’ to the class and to bring closure to the day. In this manner, the students were given feedback as to their “skills in concentration and respect for self and others” for that day. And, over time, the students used the “Scoreboard” to de-

termine their progress in these areas, e.g., they often inquired, “Are we getting better?”

The intervention strategies are described below and, in many cases reflect those developed by Orlick (1993).

“UP AND DOWN THE LADDER”

Turn your attention to your breathing . . . Take a good clearing breath and tune in to the four parts to a complete breath . . . the inhale, the pause, the exhale, the pause . . . as you complete the last pause, count 1 . . . as you complete each subsequent breath with the exhale/pause, count in sequence (1, 2, 3, etc). . . . count your breaths from 1 to 10 and back down to 1 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1). This can be done with eyes closed or with eyes on an external focal point (spot on the ceiling, a letter on a sign, etc.). The number of breaths used can vary depending on time and skill level of the students, e.g., 1-3-1, 1-5-1, 1-10-1, 1-15-1.

“NORTH, SOUTH, EAST, AND WEST”

Begin in the ‘centered position’ (sitting or standing) with your head and spine in alignment, as if a long pole extended through your body from head to toe along your spine. Take a deep clearing breath, then take a complete inhale and pause . . . As you begin the exhale, move your head forward, timing the exhale so that your chin touches your chest at the precise moment you complete your exhale . . . pause in this position until you are ready to take the next breath . . . then inhale as you ‘return to center’, timing your inhale to match the return of your head to the centered position. Once centered, exhale as you lean your head to the right, timing the exhale with the movement until you get as close as you can to placing your ear on your shoulder . . . pause in this position until you are ready to take the next breath . . . then inhale as you ‘return to center’, timing

the inhale to match the movement of your head returning to center . . . pause in this position until you are ready to begin the exhale . . . as you exhale, lean your head backwards, ending the exhale at the precise moment that you have leaned back as far as possible . . . pause in this position until you are ready to complete the breath by timing the inhale so that the movement of your head back to center is completed at the precise moment corresponding to the end of the inhale. Then lean your head to the left, timing the exhale so that your head is as close to your shoulder as possible at the end of the exhale . . . pause in this position . . . then inhale as you return to center, timing the inhale to match the movement of your head back to center. This completes one set.

“IN & OUT”

Take a clearing breath, focusing on the four parts to a complete breath (inhale, pause, exhale, pause). Inhale to a count of three, pause, exhale to a count of six, pause. Repeat three times. Then progress to a count of 4:8 . . . then to a count of 5:10 . . . then to a count of 6:12. Increase the ratio of inhale: exhale as high as you are able. Find a rhythm (do not hold your breath at any point in time). The ‘count’ should approximate one’s ability to perform the given ratio or should last approximately 1 second (one Mississippi, two Mississippi, etc) as you count out the duration of each inhale, each exhale.

“SQUEEZE ‘EM”

Follow the general guidelines for progressive relaxation. Preferably, this exercise is performed while lying down. However, it can be performed while sitting with an appropriate posture (e.g., feet flat on the floor, spine erect). Take a clearing breath, focusing your attention on the rhythm of your breathing and the four parts to a complete breath. Once you have settled in, shift your

attention to your calves. Flex your calf muscles by drawing your toes upward, toward your knees. Hold the tension . . . hold the tension . . . hold the tension . . . then, release the tension slowly (as if you were playing a ‘long note’ on a trumpet), feeling the tension flow out of your body through your feet. Continue to breathe. Again, flex your calves and hold them tightly . . . hold them tightly . . . hold them tightly. . . then, release the tension quickly, in a short burst (like playing a ‘short note’ on a trumpet). Continue to breathe and become aware of how soft your calves feel. . . Now, shift your attention to your thighs. Flex them tightly and hold them . . . hold them . . . hold them . . . then, release the tension slowly (long note style). Continue to breathe. Again, flex your thighs and hold them tightly . . . hold them . . . hold them . . . then, release the tension quickly (short note style). Continue to breathe and become aware of how relaxed your legs feel.

Continue this process, proceeding to each major muscle group (i.e., calves, thighs, abdominals, forearms (make a fist), biceps (flex at the elbow), shoulders (pretend there is a ‘meat hook’ lifting you up from between your shoulder blades), face (blow your cheeks out as if you were playing a trumpet, scrunch your brow and close your eyes . . . “blow ‘em out, scrunch ‘em up”).

Once you have progressed ‘up the body’, finish by retracing your steps ‘down the body’, addressing each muscle group in reverse order

“SALUTE THE SUN”

Assume a balanced stance . . . with knees slightly bent . . . feet shoulder width apart . . . hands at your side . . . eyes on a ‘focal point’ (could be anything, preferably small in size, any distance away) . . . keep breathing. While keeping your left hand at arm’s length along your side, raise your right hand

directly above the shoulder at arm’s length . . . palm facing forward (just as if you were actually ‘saluting the sun’ as it rises or sets). Hold this position as you bend your left knee with your left hand, raising your left foot behind you so that your heel comes as close to touching your bottom as possible (it’s o.k. if you can not bend it that much . . . just raise your foot behind you to the point where you ‘just about lose your balance’). The final product is a balanced stance, with your left hand held to the sky, while your right hand holds your right foot behind you (coming as close to touching your bottom as possible). Hold this position and take three complete breaths. As you exhale for the third breath . . . reverse the hand positions, as smoothly as possible, with as much control and rhythm as possible (i.e., while you lift your left hand from along your side to a position fully extended and directly above your shoulder, use your right hand to secure the right foot at the ankle so that you can flex it behind you as far as possible). Hold this position for another count of three breaths. As you exhale for the third breath, bring both hands in front of your center of gravity (just below your navel). This completes “one set, using three breaths”. Multiple sets would include raising the numbers of sets to be completed, as well as increasing the number of breaths to be taken for each position, e.g., two sets of four breaths, three sets of four breaths, or any combination you choose that will increase the difficulty.

“MY FAVORITE PLACE”

While sitting or lying down, take a deep clearing breath and turn your attention to your breathing. Focus on the four parts to the complete breath, e.g., inhale, pause, exhale, pause. Count five breaths.

Then, imagine that you rise from where you are sitting and walk to the door. Imagine that you reach for the door knob and turn it in order to open the door . . . walk through the

door and turn around to close the door, ever so quietly. When you turn away from the door, you find yourself in “Your Favorite Place”. This is a place where you like to go when you wish to be alone, where you can feel safe, calm, confident, and in control . . . Once you settle into this place, imagine yourself sitting in its midst . . . continue to breathe . . . and now, focus your attention on an object in front of you . . . how big is it? . . . what is its texture, e.g., rough or smooth? . . . what color is it? . . . how far away from you is this object? . . . continue to breathe and to focus on every detail of this object . . . then shift your attention to an object on your right . . . how big is it? . . . what is its texture? . . . what color is it? . . . how far away from you is this object? . . . continue to breathe and to focus on every detail of this object . . . then shift your attention to an object behind you . . . how big is it? . . . what is its texture? . . . what color is it? . . . how far away from you is it? . . . continue to breathe and to focus on every detail of this object? . . . then shift your attention to an object to your left . . . how big is it? . . . what is its texture? . . . what color is it? . . . how far away from you is it? . . . continue to breathe and to focus on its every detail . . . now, get a sense of what it is like to be in the ‘center’ of all of these objects . . . get a sense of how it feels to be in control . . . to feel confident . . . to feel safe . . . to feel calm and composed . . . then imagine that you rise from where you are sitting and walk toward the door . . . imagine that you reach for the door knob and turn it, opening the door . . . imagine that you walk through the door, turning to close it behind you, ever so quietly. Imagine yourself walking back to your chair and sitting . . . once you are settled in your chair, perform an ‘up and down the ladder’ from 1-5-1. When you have completed the ladder, open your eyes.

“SILENT AND CALM”

Perform as many of the exercises described above consecutively. Create a ‘mental dance’ in which you shift from one exercise to the next, to the next, and so on. You might want to put a time limit on the exercise, e.g. 10 minutes, 5 minutes.

“THE CENTIPEDE”

This is a ‘walking meditation’. The final product will resemble a ‘centipede’ with numerous legs, walking quietly in rhythm, in a single file line to their next class. To begin, have everyone put all of their belongings away and stand, quiet and ready, behind their respective desks. Organize the departure from the room so that each row of students falls in line behind the row of students in front of them. Create a ‘seamless centipede’ so that all students ultimately form one line. Each student is to keep hands and feet to themselves as they walk in silence, focusing eyes on a focal point in front, e.g., the back of the student in front, a focal point located somewhere in front of the line. As the students walk, they are to focus their attention on their breathing, reflect on the last class, anticipate what will occur in the next class, or go to their ‘favorite place’.

“THE 3 C’S: CALM, COMPOSURE, CONSISTENT”

The “Three C’s” serve as key words that are used to trigger specific behaviors. “Calm” refers to the feeling that one has when they are ‘comfortable in their own skin’ (as in their ‘Favorite Place’). “Composure” refers to the feeling that they have when they are able to remain ‘calm’ under pressure, e.g., test taking, when other students ‘get in their business’. “Consistent” refers to the student’s ability to remain calm and composed over time, e.g., hour to hour, day to day, week to week.

“RESPECT: SELF, OTHERS, SCHOOL”

Each student is instructed to identify three specific behaviors that he or she would exhibit for each targeted category, i.e., three for “self” (e.g., adherence to school dress code, eating correctly, stop temper before it boils), three for “others” (e.g., open the door for someone, pick up someone’s dropped pencil and return it, use manners when speaking with teachers), three for “school” (e.g., pick up trash on campus, tell your parents something good about the school, put desks and chairs back in order before you leave the classroom). These behaviors are written in their respective planners, one for each category per day. Their successes are then recorded and tallied at the end of each day.

“THE SCOREBOARD”

This is a tool used by the teacher/investigator to quantify a subjective assessment of the classroom climate for each day. A 1-10 scale was established whereby 1 = the worst possible, extreme restlessness and 10 = the best possible, extreme self-control. The daily score was written on the board in its ‘special place’ and announced at the end of class to convey the “state of the union” for the day.

Methodology

Participant-observation was used to employ the event-recording method for data collection similar to that described by Tharp & Gallimore (1976) and Gallimore & Tharp (2004). Its specific application is best described by Milman who “placed herself in the back of the classroom and observed the teacher’s actions and the level of group engagement” (2007, p. 7). In addition, the investigator also engaged in what Milman referred to as trans-situational observation, i.e., “casually shadowing students” (2007, p. 7). In essence, the investigator served as a teacher’s assistant who roamed the class-

room with the intent of facilitating the lesson of the day and observing student behavior.

By observing and recording specific behavioral patterns of the class, the frequency of off-task behaviors were clustered into specific categories, e.g., talking with a neighbor, physical contact with others, general restlessness as a group, tattling, getting in other’s business, playing with possessions, lost in space/not following directions, comments from the “Peanut Gallery”. The frequency with which the teacher needed to use various techniques to refocus the attention of the class as a whole was recorded as “teacher-directed refocusing”. It was hypothesized that “time on-task” (concentration on the task at hand) could be inferred by measuring the frequency of ‘off-task’ behaviors (lapses in concentration, inappropriate behavior).

The clusters of behaviors were derived by applying various subscales taken from inventories that assess levels of attentiveness (e.g., The Pupil Behavior Rating Scale used by Tsuda, 1988), hyperactivity (e.g., The Conners’ Teacher Rating Scale-39 used by Murphy, Pagano, Nachmani, Sperling, Kane, & Kleinman, 1998), attention deficit/hyperactivity disorder (e.g., The Diagnostic and Statistical Manual developed by the American Psychiatric Association, 2000). The actual identifying and labeling of the clusters to be used in this investigation were a function of the participant-observation process.

Analysis of the Data

Analysis of the data included averaging the frequencies/day of off-task behaviors for both the four days of pre-intervention data collection and the four days of post-intervention. The data was subjected to the Wilcoxon matched pairs test, a non-parametric

test that provides for the analysis of repeated measures (Berg & Latin, 2008). The Wilcoxon collapses the data reflected by each separate cluster of behavior without teasing out the differences between pre and post frequencies of each specific cluster of behavior. In addition, a traditional paired t-test was used to compare the aggregate means associated with the various clusters of behaviors. Results indicate that there were fewer off-task behaviors recorded in the post data set when compared to the pre-intervention data. There was statistical significance between the pre and post means associated with the various clusters of behaviors (t-test alpha of .047; Wilcoxon, two-tailed alpha of .037).

Specifically, the data indicated that there was a marked decrease in the frequency/day of “off-task” behaviors following the intervention. The need for “teacher-directed re-focusing” decreased from a pre-intervention average of 22.75 times/day to a post-intervention average of 3.5 times/day (19.5%). Bouts of “General Restlessness” decreased from and pre-intervention average of 14.25 times/day to a post-intervention average of 2 times/day (12.25%). “Physical contact with others” was virtually eliminated. Instances of students “Talking with a Neighbor” decreased from a pre-intervention average of 10.25 times/day to a post-intervention average of 3.25 times/day (7%). Students experiencing “Lost in Space/Not Following Directions” decreased from a pre-intervention average of 9.25 times/day to a post-intervention average of 1.5 (7.75%). All categories of off-task behavior reflected a decrease in frequencies/day with the exception of comments from the “Peanut Gallery”. The perceived classroom climate reflected by “The Scoreboard” improved from a pre-intervention average of 3.75 on the scale of 1-10 to a post-intervention average of 7.75.

Anecdotal reflections by the students also contributed to the assessment of the intervention. One student offered that “I use the *NSEW* if I start to get itchy.” Another said that, “I used the up-and-down-the-ladder when I took the ILEAP test and it calmed me down. I even remembered how to draw a matrix!” One of the more problematic students told of the night he “showed my Mom how I go to *My Favorite Place*. When she tried it, she smiled.” Teachers with classrooms located in the same extension of the building noticed a change in the behavior of the students between classes as they changed rooms. When one of the teachers queried one of the students as to what was going on, he told her that “We do the *Centipede* when we change rooms. It keeps us out of trouble.”

Discussion

As has been noted by numerous scholars, the integration of experiential curricula that specifically address issues of off-task behavior on the part of the students has proven to be effective in increasing attentiveness. In essence, teachers should recognize that educational and behavioral objectives that target the teaching of attentiveness should be employed (Brigman, 1991; Masten & Coatworth, 1998; Wang, Hartel & Walberg, 1994). Indeed, teachers have found that classroom management is more effective when students are taught the specific skills of self-regulation (House et al, 2003). This is particularly beneficial when one considers the relationship between extended class time and the frequency of off-task behaviors (Pelligrini & Horvat, 1995; Stevenson & Lee, 1990). In short, the classic concepts of ‘mass’ versus ‘distributed’ schedules of learning are equally appropriate in the classroom setting as they are in settings that address motor learning.

The use of data reflecting the behavior of the class as a whole rather than assessing the behavioral patterns of each individual student could be perceived as a limitation of this project, specifically from a statistical perspective. Perceived inconsistencies in the accuracy of observations of the class as a whole might lead one to question the stringency of the statistical analysis and the method of data collection, e.g., repeated measures of individual behavior rather than repeated measures of the collective group. However, from a teacher's point of view, he or she must contend with the collective behavior of the class as a whole. In the real world, any student could exhibit a specific behavior (e.g., tattling) at any point in time without establishing an individual-specific pattern of said behavior over time. In other words, Johnny could engage in tattling only once during a specific class time. Later in that same class period, Sally could engage in tattling as well. The aggregate frequency of tattling would include both instances without each student developing a personal pattern of the behavior. The pattern of behavior

for the class, therefore, is established as an aggregate while individuals do not necessarily establish a personal pattern for a specific behavior.

Reasons for the changes in students' behavior were attributed to a variety of sources. The commitment of the full-time teacher, Ms. Melanie Thigpen, was extraordinary as she not only facilitated the development and implementation of the program, but 'walked the walk' as well, i.e., participating in all activities and leading by example. The fact that the teacher-student ratio changed from one full-time teacher and one part-time teaching assistant to one full-time teacher and two part-time assistants greatly enhanced classroom management. The changes could also be attributed to the normal maturation of elementary school students. It should also be noted that the students were always eager to learn and that, at times, it was their eagerness that led to disruptive behavior. Ultimately, the credit for the changing of behaviors lies with the students.

Pre-intervention	Day 1	Day 2	Day 3	Day 4	Mean of Freq/day
Teacher-directed Refocus	34	22	19	16	22.5
Talking with Neighbor	16	9	9	7	10.25
Physical Contact	2	0	3	0	1.25
General Restlessness	2	35	16	4	14.25
Getting in Other's Business	0	3	11	7	5.25
Tattling	1	2	3	4	2.5
Playing with Possessions	5	3	0	1	2.25
Lost in Space	6	8	18	5	9.25
Peanut Gallery	7	0	0	0	1.75
Scoreboard	2	1	5	7	3.75

Table 1. Pre-intervention data: days of collection, behavioral clusters, frequency/day of behaviors, mean of frequency/day for the week.

Post-intervention	Day 1	Day 2	Day 3	Day 4	Mean of Freq/Day
Teacher-directed Refocus	3	4	4	3	3.5
Talking w/ Neighbor	2	5	3	3	3.25
Physical Contact	0	0	0	0	0.0
General Restlessness	0	5	2	1	2.0
Other's Business	0	3	3	3	2.25
Tattling	1	2	1	2	1.0
Playing w/ Possessions	0	0	0	0	0.0
Lost in Space	0	2	3	1	1.5
Peanut Gallery	2	4	0	4	2.5
Scoreboard	9	7	7	8	7.75

Table 2. Post-intervention: days of data collection, behavioral clusters, frequency/day of specific behaviors, mean of frequency/day for the week.

Itemized Means	Pre-intervention Means	Post-Intervention Means	Difference in Means
Teacher-directed Refocusing	22.75	3.50	-19.5
Talking with Neighbor	10.25	3.25	-7.0
Physical Contact	1.25	0.00	-1.25
General Restlessness	14.25	2.00	-12.25
Getting in Other's Business	5.25	2.25	-3.0
Tattling	2.50	1.50	-1.0
Playing with Possessions	2.25	0.00	-2.25
Lost in Space	9.25	1.50	-7.75
Peanut Gallery	1.75	2.50	+7.5
Scoreboard	3.75	7.75	+4.0

Table 3. Difference between Pre and Post Intervention Means.

	Paired Differences					t
	Mean	Standard Deviation	Standard Error Mean	95% Confidence Interval of the Difference		
				Lower	Upper	
Pair 1 VAR00009 – VAR00016	4.92500	6.76598	2.13959	.08491	9.76509	2.302

Table 4. Paired Samples Test. (alpha significant at 0.047)

Ranks	N	Mean Rank	Sum of Ranks
VAROOO16-VAR00009 Negative Ranks	8a	6.00	48.00
Positive Ranks	2b	3.50	7.00
Ties	0c		

Table 5. Wilcoxon Signed Ranks Test

Test Statistics (b)		VAR00016 – VAR00009
Z		-2.090a
Asymp. tailed)	Sig.(2-	.037
a. VAR00016 < VAR00009 b. VAR00016 > VAR00009 c. VAR00016 = VAR00009		

Table 6. Wilcoxon Test Signed Ranks Test Statistics, based on positive ranks.

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