

Classroom behavior management strategies to support children with special educational needs

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Dedicatória Pessoal

Ao meu marido e à minha filha pelo apoio incondicional ao longo destes dois anos de estudo,

À minha mãe por ter sempre acreditado que seria possível e nunca me ter deixado desistir,

aos meus colegas e amigas pelo incentivo e positivismo,

e aos meus alunos, que sem a sua participação este estudo não teria sido possível.

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CLASSROOM BEHAVIOR MANAGEMENT STRATEGIES THAT CAN SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

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ABSTRACT

KEYWORDS: special educational needs, autism spectrum disorder, Asperger syndrome, behavior management strategies, foreign language learning, young learners, teaching primary level.

The following study was developed as part of the practicum on a master's degree in teaching English as a foreign language in primary school. The aim of this research was to apply three behavioral strategies, preventive, supportive and corrective and investigate which had a better influence on students with special educational needs, more precisely, a child with Autism Spectrum Disorder. The key was to maintain good classroom management whilst keeping the child interested and focused during all the activities proposed by the teacher. Even though thirteen fourth-grade students, aged 9-10 years old, participated, the research was a case study that focused only on one child. The methodology applied throughout this research was that of action research, which included quantitative and qualitative data collection with the aid of a feelings grid, three different questionnaires, personal teaching journals, as well as, weekly reflections that were an integral part of the *Supervised Teaching Practice Seminar 2*. Results were based on research tools that were used. The study proved that preventive, supportive and corrective strategies help young learners with Asperger's syndrome (which is included on the low level of the autism spectrum disorder), maintain a good behavior in class and consequently teachers are able to have a well-managed classroom environment. In addition, the strategies that best fit the characteristics of the child are preventive and support strategies, which effectively helped maintain a well-managed classroom regarding the child's behavior. It also allowed the child to participate in various activities related to each strategy that were implemented through daily routines, positive reinforcement, group work and pair work, to reflect and analyze his own behavior in the classroom. This led the child to understand his own development, strengths and weaknesses in the English learning classroom.

ESTRATÉGIAS DE GESTÃO DE COMPORTAMENTO DE SALA DE AULA QUE PODEM AUXILIAR CRIANÇAS COM NECESSIDADES EDUCATIVAS ESPECIAIS

ALYSSIA YSABELLE SILVA VENDAS

RESUMO

PALAVRAS-CHAVE: Necessidades Educativas Especiais, transtorno do espectro do autismo, síndrome de Asperger, estratégias de gestão de comportamento em sala de aula, aprendizagem de línguas estrangeiras, jovens aprendizes, primeiro ciclo do ensino básico.

O presente estudo conduzido foi desenvolvido como parte da Prática do Ensino Supervisionada do Mestrado em Ensino do Inglês no 1º Ciclo do Ensino Básico. O objetivo desta pesquisa foi principalmente, ajudar os professores a compreender quais seriam as melhores estratégias para trabalhar com alunos com necessidades educacionais especiais, mais precisamente, crianças com transtorno do espectro do autismo, e, ao mesmo tempo, ajudar a manter um ambiente de sala de aula amigável, mantendo essas crianças interessadas e focadas durante todas as atividades propostas pelo professor. Os participantes foram 13 alunos do 4º ano com idades entre os 9 e 10 anos. A metodologia aplicada ao longo desta pesquisa foi a de uma investigação de ação em pequena escala, que incluiu recolha de dados quantitativos e qualitativos com o auxílio de uma tabela de sentimentos, três questionários distintos, diários de ensino pessoal, bem como semanalmente reflexões que faziam parte integrante do Seminário de Orientação da Prática Supervisionada 2. Os resultados foram baseados em ferramentas de pesquisa utilizados. Em relação aos questionários, estes foram preenchidos em sala de aula por cada aluno para que ninguém se sentisse deixado de fora e, posteriormente, analisados mais tarde no mesmo dia, uma vez que também há outros alunos com necessidades educativas especiais na sala de aula. Até certo ponto, o estudo autenticou que os jovens aprendizes com síndrome de Asperger são capazes de ser incluídos em uma sala de aula de língua estrangeira, e que as estratégias que melhor se encaixam nas características destas crianças são as estratégias preventivas e de apoio, que efetivamente ajudam a manter uma sala de aula bem gerida no que diz respeito ao comportamento da criança. Também permitiu que a criança participasse em diversas atividades relacionadas com cada estratégia, refletisse e analisasse o seu próprio comportamento na sala de aula. Mais ainda, isto levou às conclusões desta investigação, e, simultaneamente, levou a que a criança compreendesse o seu próprio desenvolvimento, pontos fortes e fracos na sala de aula de aprendizagem Inglês.

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Introduction

In the last 20 years, there has been international emphasis on the inclusion of children with special educational needs (SEN) in mainstreamed classes. As per its definition, SEN is “a legal term that describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age”. (Nidirect Government Service, 2019). To support this, Portugal created a Decree Law [Decreto Lei] n.º 54/2018, 06 de Julho, p. 2918-2919, which has at “its central guiding axis the need for each school to recognize the added value of the diversity of its students, finding ways to deal with this difference, adapting the teaching processes to the individual characteristics and conditions of each student, and mobilizing the means at its disposal so that everyone learns and participates in the life of the educational community”.

With the increased number of children identified with SEN in inclusive foreign language classes, and teachers being accountable for the learning of every child, it is imperative for language teachers, starting at a primary age level, to acquire the necessary tools to work closely with these pupils. When educators have a child diagnosed with SEN in their classroom, these teachers will certainly have more success if they know more about the disability and are provided with the appropriate knowledge and strategies to accommodate these students in their classroom.

Since my teaching experience for the past four years has been in an inclusive school, where students with SEN share the same space, and the same curriculum as any other child, I became inquisitive about this educational area. I became very interested in the subject, based on daily observations of two middle school students with SEN that were included in the normal classrooms, and how classroom management plays an important role in these inclusive classrooms. After speaking to some therapists, who are part of these children's lives, and asking them what it was like to work directly with these children, I began to think of ways to get these students more involved in learning a foreign language. My thoughts were that if it was already complicated for these children to concentrate in their mother tongue, then how could I, as an English teacher, prepare my classes in a simple, fun, and interesting way so that pupils with SEN would not only participate more in a second language but also maintain proper classroom behavior.

Once, I started my practicum, I realized that there was a child with autism spectrum disorder (ASD) who had trouble focusing, staying still in his seat and being

organized (all leading towards misbehavior), and immediately my research question came to mind: What classroom behavior management strategies were capable of supporting children with SEN? After some investigation, it became clearer that I would need to create different classroom activities in order to separately test three behavior strategies: preventive, supportive and corrective (Leach and Duffy, 2009). Preventive and supportive strategies focus on what can be changed in the classroom setting and also classroom behavior to promote positive behaviors for students with ASD. More precisely, preventive strategies emphasize the need to use well-planned lessons on the part of the educator in order to reduce classroom disorder. Supportive strategies constantly remind students of their behavior expectations and help diminish classroom misbehavior. Finally, corrective strategies are used to redirect or refocus the pupils to the task by using positive reinforcement. These results would show me the impact of each strategy on this child's behavior.

According to Delaney, "You don't need to develop a whole new way of teaching, but you might need to apply your strategies more consistently and consciously to help these students." (2016, p. 9). Considering this quotation, this research aims to address the three different teaching strategies, which according to Leach and Duffy (2009), are important behavioral strategies to manage an inclusive classroom. As part of the effort to learn more about these three strategies, each was tested to find out its effectiveness in classroom behavior management, whilst teaching a child with ASD in an inclusive, primary foreign language classroom.

In this context, the subsequent chapters of this report contain two chapters. Chapter I: Literature Review, which provides the reader with some background information that, reinforces this study. Chapter II focuses on the action research and covers the context, methodology and results of the study. Part 3 of Chapter II, summarizes the results related to the research question, discusses the results and presents conclusions of the study. Finally, it also allows the reader to understand the impact of this action research in my personal professional development and the importance that it could have on other English teachers' practice.

Chapter I: Literature Review

I.1. Introduction

The number of children with SEN is increasing in mainstream classes in Portugal, and this results in an increase of students with ASD in second language classes. As a result, foreign language teachers are not only being required to integrate students with special needs in their classes but also to develop certain competencies in adapting their lessons to support every learner in the language class. Consequently, it is very important for language teachers to know that the ASD spectrum is composed of three levels, ranging from high functioning autism to severe autism. A high functioning autistic child (Grohol, 2018), usually presents discrepancies in social interaction, organization, and behavioral difficulties that often hinder independence, if the student lacks teacher support. Thus, if assistance is not provided, the child will probably show a decrease in classroom engagement and an increase in unacceptable behavior. Since there is a strong connection between how a teacher manages the classroom and students' classroom behavior, when educators encourage positive behavior, they are already setting the basis for an appropriate educational environment. Therefore, it is important to research the three behavior strategies proposed by Leach and Duffy (2009), as well as Denning and Moody (2013), in order to better assist an ADS student's learning so that there is an encouraging foreign language classroom setting, where all children can learn.

Hence, the first part of this review will give the readers an overview of the disability and its effects in the classroom. The second part will analyze the three different strategies suggested by Leach and Duffy (2009) as well as Denning and Moody (2013), which are already in use in some foreign language classrooms. Finally, the third part of the review will focus on a critical analysis of the research that has been conducted. The outcome of this investigation is to analyze which behavioral strategies will assist the process of ASD learners in second language acquisition classrooms.

I.2. What is Asperger Syndrome and how do children with SEN affect a classroom?

Lord and McGee state that, "Autistic spectrum disorders are present from birth or very early in development and affect essential human behaviors such as social interaction, the ability to communicate ideas and feelings, imagination, and the establishment of

relationships with others” (Lord & McGee, 2001, p. 11). Indeed, ASD can be a very complex incapacity, varying from mild to severe autism.

As previously mentioned, the ASD spectrum is composed of three levels and Asperger’s Syndrome (AS) is included in level 1, also known as high functioning autism. According to researchers AS is,

“...diagnosed in school aged children ... who have social and behavioral symptoms of autism without the language delay. Measured intelligence is in the average to above average range. Frequently, these children show an almost obsessive interest that is unusual in intensity and focus” (Duvall, 2006, p. 4).

Children with AS have special characteristics as well as certain obsessive reactions and therefore researchers characterize these children as individuals who exhibit “... an unusual intense, circumscribed interest or restricted, repetitive, and stereotyped patterns of behavior interests, and activities...” (Klin, Volkmar & Sparrow, 2000 p. 26).

Despite these special characteristics, researchers, Fryxell & Kennedy, 1995 and Hunt, Farron-Davis, Beckstead, Curtis, & Goetz, 1994, state that students with special educational needs who learn alongside their peers in the same class setting, often show a higher level of engagement and communicative interaction in comparison to children with SEN who attend SEN schools. Students with special educational needs can receive more social support by being part of a larger group because teachers give these children, “...more advanced individualized education plan goals, than their counterparts in segregated placements” (Harrower & Dunlap, 2001, p.763). Therefore, research states that children with SEN acquire specific skills and strategies in inclusive classes that help them concentrate and learn better. Another advantage of this inclusion is that this peer communication also helps children with SEN be more socially knowledgeable since, children with autism have difficulty in communicating orally with others, which also results in difficult social interaction.

To support students with SEN, in January 2008, the Ministry of Education in Portugal established a policy to “promote equality of opportunity, to value education and to promote the improvement of the quality of education... in order to respond to the diversity of characteristics and needs of all learners involving the inclusion of children and young

people with special educational needs” (Decreto Lei n.º 3/2008, 2008, p.154). As a result, children with ASD are now part of the inclusion program in Portugal.

I.3. The three behavioral strategies

The presence of SEN students can cause interference in the lessons due to their disruptive behavior, lack or nonexistent social communication, discomfort in coping with change and even difficulty in concentrating in classroom activities. In order to diminish classroom disruption, it is vital for teachers to be aware of SEN student’s difficulties and to prepare their lessons to meet the needs of every student. In this context, perhaps, by resorting to the three behavioral strategies that will help provide a better experience for everyone in the foreign language class. These behavioral strategies are preventive, supportive and corrective.

- a) Preventive strategies involve the teacher planning before teaching, considering the classroom environment, and group settings, so that the activities are well planned. These will help prevent problems of disengagement on the part of the child with ASD. According to Green, Brennan & Fein and Kamps & Walker cited in Leach and Duffy (2009), students with ASD who are actively involved in classroom activities, behave better.
- b) Supportive strategies are tips, where the teacher includes visual cues, verbal classroom rules and verbal peer-supported cues to remind students with ASD of what classroom expectations are before beginning an activity. It is the opinion of Marks, Hegwer, Schrader, Peters, Powers and Levin, cited in Leach and Duffy (2009) that these supportive strategies not only enhance learning but also prevent classroom disorder.
- c) Corrective strategies are used when negative behavior occurs, and the teacher needs to address it by redirecting the student with ASD to the activity. Scheuermann & Webber cited in Leach and Duffy (2009) state that differential reinforcements are key in supporting positive behavior. These reinforcement procedures include the implementation of positive reinforcement towards appropriate behavior instead of focusing on correcting inappropriate behavior.

A closely related study carried out by Denning and Moody (2013), suggests the existence of classrooms, which offer multiple means of engagement, by including

schedules, routines, and special interests in students' daily activities. Both researchers also emphasize the need of inclusive classrooms with visual illustrations, organizational tools, and strategy instruction. According to them, lessons with visual cues, a variety of means to express themselves, of expressions, structured assignments, assessment of activities, and choice lead to a well-managed classroom, where children with ASD were more involved in classroom activities and consequently were better behaved.

Additionally, author Delaney wrote a book entitled *Special Educational Needs* with some strategies that support children with ASD in an inclusive classroom (Delaney, 2016 p. 15). Delaney refers to the importance of presentations, as activities that are included in supportive strategies. Delaney believes that presentations allow children to create empathy with each other while presenting. In other words, the pupils gain insight into what each of them think and consequently, this also helps them develop their emotional skills

I.4. Research already conducted to date

Unfortunately, there is little research related to the three already mentioned behavior strategies and their impact on children diagnosed with AS. The reason for this might be, that it is difficult to make conclusions about children with AS because although they are included in the SEN category, they are on the low level of autism spectrum, and some of them have above-average intelligence.

Nevertheless, it is important to mention that scientific studies have proved that by promoting engaging instructional lessons, the amount of disruptive behavior will be minimized. For this reason, Leach and Duffy (2009) suggest that teachers should not try to change the child with ASD but instead educators should focus on creating an actively engaging environment to accommodate the child. In fact, Leach and Duffy (2009), propose the use of three major strategies in inclusive classes, not only to help students with ASD, but all classroom learners.

Research shows that some case studies have identified preventive behavioral strategies to be very effective in exhibiting disruptive behaviors that can cause interference in instruction in the classroom. An example was a case study conducted by Buschbacher and Fox (2003), where preventive strategies were applied to a child with autism and the outcome was the minimization of classroom tantrums and an increase in

his participation in in-class activities. Additionally, researchers Horner, Carr, Strain, Read and Todd (2002) studied the impact of the classroom environment and the curriculum that is available to children with ASD. They concluded that the program and the setting in which these children with ASD were being taught should include some preventive tactics. For example, classes should offer students materials and activities, which require a high level of student engagement, there should be more classroom interaction, pupils should, sometimes, be given the opportunity to experience their favorite activities, children should be recognized for good class behavior and, very importantly, students should have access to a visual schedule that is consistent and allows them to foresee their lesson's goals. In addition to establishing a positive environment, it is equally important that there is an open and effective communication system so that everyone in the school, starting with the school's director to the child's guardians, are all on the same track. This is important so that these children are well assisted and feel completely integrated in the classroom. As matter of fact, Buschbacher & Fox, 2003 p. 217, believe that, "Often, children with ASD engage in interfering behaviors because they are unable to use appropriate communication or social skills to get their wants or needs met". In this perspective, these precautionary approaches such as preventive and supportive strategies can help avoid interfering situations as well as prevent classroom problems from arising.

One can observe that, "little scientific research has been undertaken to examine whether evidence exists to support the use of these strategies, and where such research has been undertaken, the results have often been mixed or inconclusive" (Davidson, 2015, p. 92). According to Crosland and Dunlap (2012), since there are only a few studies which analyze the students' daily routine and activities, there should be more case studies conducted based on a greater variety of children's schooldays so that there can be a term of comparison. This way, teachers would have more data to effectively accommodate children with SEN in their classrooms.

I.5. Summary

My present research project aims to test and find out which of the three consistently applied strategies (preventive, supportive and corrective), mentioned in this literature review, affect the behavior of students with AS in an inclusive primary foreign language classroom.

Chapter II: Action Research

II.1. Context

The participant of this research was a boy, pseudonym Carlos, integrated in a group of fourth-grade students aged between nine and ten, who attended a private school in the outskirts of Sintra. The ratio between girls and boys was three to ten. All students were Portuguese native speakers and had the common denominator of learning English as their foreign language. In this specific class, there were two students with SEN. A boy with ASD, a boy with Hyperactive Disorder, and a boy who had anger management problems. Although children with anger management problems are not directly linked to SEN, this child's conduct in class, inevitably, destabilized the classroom and those around him.

My research was conducted only on the child with ASD, diagnosed with AS, according to the ASD scale (Appendix A). It is pertinent to mention that Carlos was a high functioning autistic child, very autonomous, and did not demonstrate any social interaction problem with his classmates, he had been in contact with for the last four years. However, Carlos had difficulty sitting still on his chair, often needed the teacher to call his attention because he was off task, had difficulty in changing from one activity to another, liked walking around the classroom and speaking in a loud voice. Carlos also showed inflexible behavior, and once he misbehaved, it was difficult for him to alter his conduct. As an observing teacher, I was intrigued by how Carlos' classroom behavior was having an impact on his learning.

At this school, the timetable was from nine o'clock in the morning until four o'clock in the afternoon. These students had a total of two hours of English per week in the morning: one hour on Tuesdays and one hour on Thursdays. The fact that the classes took place in the morning was helpful because the child with AS was alert and concentrated.

Although the school was small, its large windows permitted the students and staff to enjoy the picturesque view of a beautiful field with horses, as well as a view of Sintra's hill. All the school facilities were well maintained and enhanced learning, including its long corridors and a beautiful old style staircase. The school director was a young woman, who valued discipline and worked extremely hard in making this one of the main commitments in the school's philosophy. This could be observed by the positive discipline displayed in every classroom, cafeteria, and playground.

The textbook, as well as the activity book chosen for the present school year was *Quest 4 Pupil's Book and Activity Book* (Corbett & O'Farrell, 2013a), since this was a continuation of what the students used, *Quest 3* (Corbett & O'Farrell, 2013b), the previous year. All the children in the class had an individual copy of the book, and the teacher had the CDs.

II.2. Methodology

The methodology used as a research tool for this investigation was a small-scale classroom-based research, and a case study. First, this research was considered an action research since the main purpose of this research was to be able to manage challenging behavior on the part of the student with ASD and to be used to solve an immediate behavioral issue. My research involved investigative, analytical, and evaluative research so that I could identify the problem and resolve it. As mentioned by Sagor, “the primary reason for engaging in action research is to assist the “actor” in improving and/or refining his or her actions” (Sagor, 2000). The process of the research consisted in identifying the problem, researching the theories, thinking of a research question, collecting data, organizing, analyzing and interpreting the data. In addition, I planned a way to address the behavioral problem by implementing what was previously mentioned and evaluating the results. This process happened during the time the research took place (Leslie & Mourão, 2019a).

Furthermore, this was also a case study since it focused on only one individual and it involved an in-depth analysis of his behavior. In addition, as Baxter and Jack 2008 state, “case study research is more than simply conducting research on a single individual or situation. It enables the researcher to answer ‘how’ type questions, while taking into consideration how a phenomenon is influenced by the context within which it is situated” (p. 556). This was exactly what was carried out throughout my research. Moreover, this research required a quantitative and qualitative approach to collecting data, which mainly consisted of the following (Table 1):

Table 1: Stages, Procedures and Tools in Action Research

1. Planning - September	Identifying the problem (consult introduction)
2. Action - October – December	Once consent was granted there were weekly use of questionnaires/ self-assessments based on the strategy used.

3. Observation - October – December	Teaching journals and weekly reflections.
4. Reflection - January	Analysis of the data converted to percentages, reflection on the conclusions (section 3 of this chapter)

Note: Adapted from Burns, 2010, p. 8.

During the whole semester the action research mentioned above took place, my main objective was to maintain a well-managed inclusive classroom. I was sure that, this combined with the fact that I myself would be evolving as an English teacher, would lead to new learning opportunities.

II.2.1 Gaining Consent

Before beginning the action research, it was important to obtain permission to do research with this specific group of children. Consent letters were handed to the school director (Appendix B), and to the children’s parents (Appendix C). All children participated throughout the semester by joining in the classroom routines as well as filling in the questionnaires. However, the child with AS was the only one whose questionnaires would be analyzed for the results of this research, since I did not want to make the other students feel left out, nor did I want Carlos to stand out. Once I received all the signed consent letters, I explained to my group of children what my research entailed. I made sure they understood and even showed them a sample questionnaire. It was important that Carlos was willing to participate in this research without feeling any obligation in accordance to the United Nations article 12 of the Convention on the Rights of the Child:

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child (United Nations, 2009, p. 3).

Therefore, the children were also handed a consent letter (Appendix D), that followed the guideline provided by Leslie and Mourão (personal communication May 23, 2019b). Among other indications, the letter was easy for the children to comprehend, short, and it mentioned the parents’ previous permission to take part in the research. The tools used for this research were teaching journals, reflections and three self-assessment questionnaires that were tailored to each strategy, I was able analyze and try to understand

which strategy worked better, given the feedback that was provided by the child on those questionnaires.

II.2.2. Implementation of the strategies

During the three months of my teaching practice, from October to December, I implemented the three behavioral strategies according to the activities planned for the lesson. A different strategy was implemented every week. During the month of October, the preventive and supportive strategies were applied once and the corrective, twice. In November, the preventive strategy was used twice, and the supportive and corrective strategy were only used once. As for December, the only strategy applied was the supportive strategy.

Since children with ASD tend to have repetitive actions, the implementation of routines is a good preventive strategy to use because a productive routine permits the children to remain focused by reinforcing stability. In addition, predictable classroom activities can help these children not only feel secure and safe, but these also have a positive influence on their behavior during the class. For this reason, I introduced an activity, which required a child, at the beginning of the class, to go to the board and fill in the date and weather charts. The rest of the class could either help the classmate with the charts or get ready for the lesson.

With this routine being carried out every day, a preventive strategy was always in use since the children would have to participate one by one in the filling out of the charts. The students also participated in an activity where they prepared their personalized feeling sticks (Appendix E). Thus, it became part of all students' routine to show their feeling sticks to the rest of the class every morning. My aim with this routine was to understand if the mood in which Carlos started the English class and his behavior throughout the routines, influenced the rest of the lesson. The feeling sticks also allowed me as a teacher to make a connection between how he was feeling and how he was behaving. Despite people's emotions being different, they have an influence on behavior, for example, when Carlos was upset, this influenced his behavior as well as his motivation to learn.

From the beginning of the research project, every student knew that they would have to go up to the board, fill in the calendar as well as the weather chart and that he/she

would have to express his/her feelings. This included Carlos, who was always eager to participate. I would always write down on a grid (Appendix F) the children's answers and take notes about what they said. Since this was done every time they had English, I was able to assess it twice a week throughout a period of three months. Concerning the other routines, date/weather routine, throughout the semester I also took notes and altered them in accordance to the children's behavior. The analysis of the feeling grid was based on converting the number of times Carlos gave positive feedback on his answers into percentages, therefore giving me quantitative data for the results. The preventive strategies were mostly used with the morning routines, which began in September, and the *Plan of the Day*, implemented in November. This plan was regularly written on the board delineating the activities for that lesson and preparing Carlos for the upcoming activities. Additionally, a preventive strategy was also used with a specific activity that included the children working in groups to design their own city maps, which involved visual cues with instructions and what exactly was expected of the children.

II.2.2.1 Implementation of Preventive Strategies

Preventive strategies are those that teachers apply before they begin the lesson. As suggested by Leach and Duffy, "These strategies may include planning practices, outcome options, environmental considerations, and grouping accommodations" (Leach and Duffy, 2009). In my research, these were applied in the city map group activity by rearranging furniture to clearly outline workplace and by removing distractive stimuli such as extra school supplies on top of the desk. Another preventive strategy, was to use the picture exchange communication where Carlos was provided with traffic signs and had to match them with the common verbal command: turn right, turn left, go straight, stop etc. Picture exchange communication is known as a preventive strategy since the child has to relate an image to a word (Leach & Duffy, 2009). By having learned the commands, Carlos demonstrated understanding when he orally presented his city and answered questions such as: "How do I get to the bakery?"

II.2.2.2 Implementation of Supportive Strategies

Supportive strategies include the teacher setting clear behavior and social expectations, identifying the "Big Ideas" in order to differentiate instruction, using graphic organizers or guided notes, and differentiating assessment (Leach and Duffy, 2009). The supportive strategies used in my research were mainly applied in pair and

group activities. An example of these was the true or false activity, previously prepared by me, regarding a story in the Pupil's book. The supportive strategy used was differentiating assessment since the activity was of Carlos' interest and therefore once we went over the worksheet, he was able to show what he had learned according to his preference. It is imperative to say that this worksheet was designed by keeping in mind Carlos' special interest in the story and this interest would provide him with a better opportunity to show his learning skills. The other time a supportive strategy was applied was with the follow-up presentation activity of the students' city maps. The supportive strategy applied here was the physical participation itself, which included differentiating assessment. This differentiating assessment included giving Carlos the chance to use gestures along with the vocabulary, which increased engagement during his oral presentation. This allowed Carlos to show the teacher and his classmates what he had learned as well as his oral strengths and his interest in the English language. Finally, Carlos participated in a pair work activity that entailed organizing sentences in order to create a paragraph. The supportive strategy used here was mainly applied by me when I verbally set clear instructions of what was expected of Carlos socially and behaviorally, giving him the chance to actively and appropriately behave while participating in the activity.

II.2.2.3 Implementation of Corrective Strategies

Regarding corrective strategies, these were mainly used to positively redirect or refocus the child to the activity. Throughout my research, corrective strategies were used in three different specific situations. The first time, a corrective strategy was used was when Carlos did workbook activities in his *Pupil's Book and Activity Book*, a second time during pair activity when Carlos and his partner had to tell time to each other and lastly, it was used after watching a short Halloween video, and having to fill in an adjective worksheet. The corrective strategy mainly being used through these activities was positive reinforcement. These positive reinforcements included, when Carlos did not demonstrate challenging behavior for a certain amount of time. Secondly, whenever Carlos' challenging behavior occurred less frequently. For example, praising him for sitting down properly for 15 minutes. Finally, the last corrective strategy included redirecting Carlos to the task whenever he demonstrated challenging behavior and was off task.

As mentioned before, once the strategies were applied, Carlos filled out a self-assessment questionnaire. This research tool gave the student an opportunity to be part of the assessment process because it gave him the chance of reflecting on his own progress (Hedge, 2004).

II.3. Research Tools

II.3.1. Reflective Writing

Just as Moon (2006) suggests, reflective writing in an academic context is “likely to involve a conscious and stated purpose for the reflection, with an outcome specified in terms of learning, action or clarification” (pp.37-38). Therefore, I found it imperative to regularly write journal entries in my teacher’s journal and use this qualitative data as a research tool for this investigation. During class, whenever there were comments or specific answers to questions that were relevant to the research, I wrote them down in my teaching journal as quotes or as short summaries. These were written in both Portuguese and English, depending on the language the student used. My personal summaries were always written in English and were written down, as soon as possible after the specific situations occurred. I tried doing this right at the end of the lesson, so that later, they would remain true to what exactly had been said. This tool would help me remember and have a natural chronological record of my research progress.

Moreover, closely linked to these journals, which were written once a week, I also completed my *Supervised Teaching Practice Seminar 2* reflections. These reflections were sent to my supervisor weekly, thus giving me a total of two reflective pieces of writing per week, and were written in English by following various guideline questions as shown in Appendix G. The main purpose of this was so that I could reflect on the lesson and point out the positive and the negative outcomes of the classroom activity and how I could improve my teaching. This record keeping was important, as mentioned by Nunan (2001), because it could “provide insights into processes of learning which would be difficult, if not impossible, to obtain in any other way” (p.123).

II.3.2. Questionnaire N° 1: *My Work Today!* – Closed Questions

The objective of the questionnaire *My Work Today* (Appendix G) was for Carlos to self-assess his behavior, and his understanding of the activities. This questionnaire was handed out on October 15 when morning routines were being carried out to apply

preventive strategies, and it was Carlos' turn to participate in the routine. Again, the questionnaire was handed out on October 31 when a corrective strategy (reinforcement of zero rate behavior) was applied. Zero rate behavior (Leach and Duffy, 2009), means that the student was able refrain from misbehaving for a certain amount of time. Finally, on November 7 it was used with a supportive strategy (clear verbal instructions of what was expected socially and behaviorally during an activity).

Questionnaire number one included reflective questions about how he thought his work had gone and what he had been able to accomplish in the lesson. Carlos had to answer according to the options **always, most of the time** and **never**. This assisted me in analyzing which strategy had a better impact on Carlos' behavior and learning, since the questions included in questionnaire number one would later be analyzed and associated with a behavioral category. Also, it gave Carlos the opportunity to reflect on what he was able to achieve from the lesson, as well as to think about his classroom behavior. Simultaneously this permitted me to compare what I observed as a teacher and what he had, in fact, answered.

II.3.3. Questionnaire N° 2: *My Behavior in Class* – Closed and Open Questions

The second questionnaire, *My Behavior in Class* (Appendix H) was handed out from October to December. Its main purpose was for Carlos to self-assess his behavior throughout the lesson. This questionnaire focused on his ability to ask for help in an appropriate way and not just by interrupting. In addition, it assessed his compliance with the rules, his concentration, his understanding and his autonomy. The first time it was handed out was on October 22 and it was used to assess his behavior while using a preventive strategy that included having visual cues in the questionnaire activity. On October 29, a corrective strategy was used by redirecting Carlos to an activity through positive reinforcement. Finally, on November 21, this questionnaire was used to self-assess his behavior when a supportive strategy was applied.

Additionally, the open-ended question allowed Carlos to write down, after each activity, how he was feeling about his classroom behavior and how he could improve his conduct in class. In addition, the student was encouraged to reflect on ways to improve his behavior in class. As mentioned before, the data was then analyzed and expressed as a percentage.

II.3.4. Questionnaire N° 3: *What I think of my Teacher!*

The main purpose of this questionnaire was to be able to understand if my way of being and leading the classes also had an impact on this child with AS and simultaneously it was also a self-assessment of his behavior. The third and last questionnaire, *What I think of my Teacher* (Appendix I) was likewise, used three times, just as the two mentioned above. This questionnaire included eleven closed-ended questions, which allowed me to analyze the student-teacher relationship. The first time it was used was on November 14 when a corrective strategy was applied, then it was used on November 28, for a preventive strategy and finally on December 3, for an activity where a supportive strategy was in use. I decided to include this questionnaire since it is common for these children to have more difficulty in social relationship with the teacher, and in fact I was a new teacher to him for this first semester and this could alter his behavior in class. It is vital to note that children with AS have difficulty in social communication and the fact that Carlos was going to have a new teacher could have interfered with student-teacher interaction. Together, with other information these led me to my findings, which would have been much more reliable and concrete if I had more time to observe this child and prepare other activities to be able to apply the strategies more often.

II.4. Results

The aim of this part of the study is to present the results of my action research, intended to test different classroom behavior management strategies that can support children with special educational needs. I used three different questionnaires throughout the research to analyze the positive or negative outcomes of the three different strategies on the child's behavior. Finally, I also used my teaching journals, and weekly reflections, which aimed to keep a record of any specific incident that happened so that the data would not be later compromised and remain as accurate as possible.

II.4.1 Results of the Questionnaires

II.4.1.1. Questionnaire 1 – *My Work Today!*

The first questionnaire, *My Work Today!* was distributed in three different situations when preventive, supportive and corrective strategies were taking place during the lessons. As observed in Table 2, after analyzing Carlos' responses to his self-assessment questionnaire, I concluded that he was aware of his challenging behavior

because he answered “most of the time” to questions such as: I interrupted my classmates, I waited for my turn.

Table 2: Results of Questionnaire 1 – My Work Today!

Statement	October 15 - Preventive			November 7 - Supportive			October 31 - Corrective		
	Always	Most of the time	Never	Always	Most of the time	Never	Always	Most of the time	Never
I knew how to do the activity	✓			✓			✓		
I asked for help	✓			✓				✓	
I finished on my own	✓			✓			✓		
I understood	✓				✓			✓	
I didn't ask for help		✓				✓			✓
I didn't want to do it			✓			✓			✓
I didn't finish because I didn't want to			✓			✓			✓
I didn't finish because I had no time			✓			✓		✓	
I answered when I was asked a question	✓			✓				✓	
I waited for my turn		✓			✓				✓
I interrupted my classmates			✓			✓	✓		

Additionally, as observed, Carlos had a high percentage of positive answers when preventive and supportive strategies were implemented as can be observed in his answers to questions such as I understood, I waited for my turn, and I asked for help, leading me to conclude that Carlos behaved appropriately and consequently was more engaged in the activities that were proposed. This can be seen when Carlos answered positively to the questions, I knew how to do the activity, I finished on my own and I answered when I was asked a question.

II.4.1.2. Questionnaires 2 - My Behavior in Class!

Regarding *My Behavior in Class* questionnaire results shown in Table 3, I was able to conclude that Carlos' self-assessment towards his behavior when preventive, supportive and corrective strategies were used, were frequently positive. He was motivated, engaged in the lessons, and felt comfortable asking for help whenever he needed it. Moreover, he was conscious of the areas where he could improve, for example his organization and compliance of the rules. Based on my observations and the collected data, Carlos responded with a constant positive behavior pattern to the three strategies.

Moreover, since the results were all very similar, I concluded that all three strategies helped his classroom behavior. He not only demonstrated appropriate classroom behavior but also completed all classroom activities, demonstrating active engagement in learning English.

Table 3: Results of Questionnaire 2 – *My Behavior in Class!*

Statement	October 22-Preventive			November 21-Supportive			October 29-Corrective		
	Always	Most of the time	Never	Always	Most of the time	Never	Always	Most of the time	Never
I am able to concentrate during the activities.	✓			✓				✓	
I am able to follow instructions immediately after they are given to me.	✓			✓			✓		
When I don't understand an activity, I ask for help.	✓			✓			✓		
I am able to do activities independently.	✓				✓			✓	
I keep my working area organized.		✓			✓			✓	
How can I improve?	<i>"conseguir manter o meu lugar mais organizado"</i> <i>"conseguir fazer a atividade sozinho e organizar-me melhor"</i>								

Concerning the open-ended questions of this questionnaire, when the corrective strategy was used, Carlos wrote that he could improve by, *"conseguir manter o meu lugar mais organizado"*, [try to keep my desk organized] my translation. Then, when the preventive strategy was used, he wrote that he could improve by, *"conseguir fazer a atividade sozinho e organizar-me melhor"*, [try to do the activity on my own and organize myself better], my translation. Carlos' answers to the preventive and corrective strategies questionnaires also proved that he was well behaved and engaged in the activities. This explains why he even took the time to answer the open-ended question, because he wanted to improve.

II.4.1.3. Questionnaire 3: *What I think of my Teacher!*

Of the three questionnaires that were handed out during the semester, the only questionnaire that Carlos gave 100% positive answers was the one entitled, *What I Think of My Teacher*. Included in this questionnaire were questions linked to his classroom

behavior regarding social interaction, compliance of the rules, concentration and motivation as shown in Table 4.

By answering these questions, Carlos was not only self-assessing his classroom behavior but also the social relationship with the English teacher. In order to avoid Carlos from answering the questions based on past lessons, I made it clear, by verbally instructing him, that he needed to answer this questionnaire based on the activity that had just taken place in class.

Table 4: Results of Questionnaire 3 – *What I think of my Teacher!*

Statement	December 3-Preventive			November 28-Supportive			November 14-Corrective		
	Always	Most of the time	Never	Always	Most of the time	Never	Always	Most of the time	Never
The teacher makes me feel comfortable.	✓			✓			✓		
The teacher cares about how students feel (if I'm sad she tries to make me happy)	✓			✓			✓		
I respect the teacher.	✓			✓			✓		
I keep concentrated through the whole class.	✓			✓			✓		
I don't waste time.	✓			✓			✓		
The teacher is capable of teaching/explaining each topic in a way that students can clearly understand.	✓			✓			✓		
When students have doubts, the teacher explains in a different way, so the instructions are clear to us.	✓			✓			✓		
We are encouraged to learn from our mistakes.	✓			✓			✓		
The teacher is able to keep her class interesting.	✓			✓			✓		
Students feel comfortable sharing their ideas about a topic or an activity.	✓			✓			✓		
The teacher respects all suggestions and is open to listening to new ideas.	✓			✓			✓		

During the activities proposed, Carlos was interested, well behaved, listened to what was being asked, and was cooperative. The positive student-teacher relationship, Carlos's autonomy and the self-assessments based on his classroom behavior reinforced that preventive, supportive and corrective strategies applied throughout the different activities during the lesson, all enhanced his learning and behavior in the English classroom.

II.4.1.4. Conclusion of Questionnaire Results

It is safe to say that preventive strategies were very effective, especially, when applied together with supportive strategies. As one can observe from the questionnaires, whenever preventive strategies were used, Carlos' answers were frequently positive. Carlos understood the activities, was able to concentrate during the activities, answered when he was asked a question, and was even capable of doing the activities on his own. On the other hand, the less frequently used strategies were the corrective strategies since these were only applied when there was misconduct and Carlos' answers to the questionnaires reflect this. In other words, since preventative and supportive strategies were daily applied in the classroom activities there was less opportunity for misconduct.

However, whenever Carlos showed inappropriate behavior, a corrective strategy was efficient to redirect him to the task, therefore making them effective when used. This influenced his responses in his questionnaires, which were more negative than those of the preventive and supportive strategies. This can be seen in the tables above, when he gave negative answers regarding lack of concentration, less frequently asked for help, interrupted his classmates, and less frequently answered when he was asked a question. Nevertheless, it is important to note, that the different activities themselves, could have influenced Carlos' answers to the questions.

II.4.2. Consolidating Questionnaire and Strategy Results

II.4.2.1. Preventive Strategies

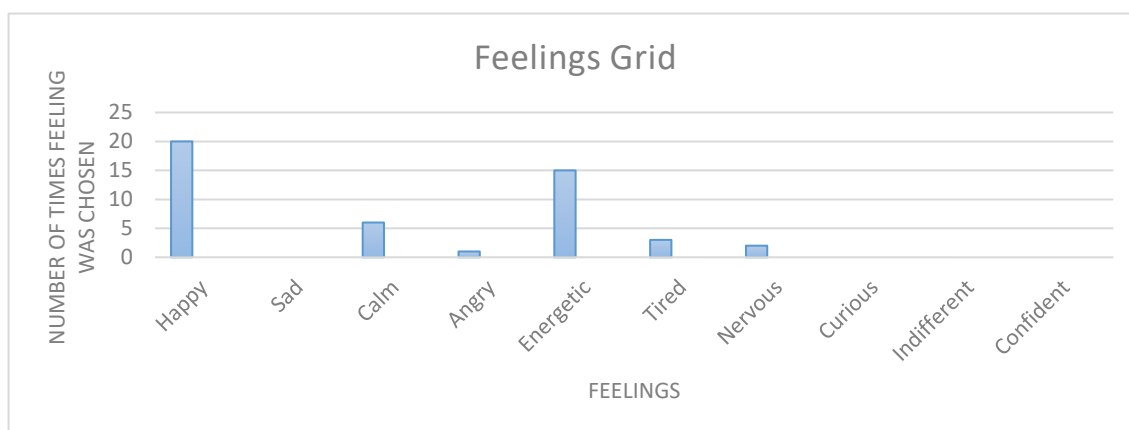
Right from the first day of its implementation, I observed that Carlos would get very excited, leading him to speak in a loud voice, he was unable to keep still in his seat and even disrupted his other colleagues. This, in my point of view, was a sign that he was feeling overwhelmed. At that moment, I realized that I would have to change this part of the lesson. Therefore, I decided to implement a routine where all the children had to write

down the date and the weather in their notebooks. As soon as this routine became every child’s responsibility and they were able to have their notebooks out at the beginning of class before I walked in to begin the lesson, I immediately, noticed a change in Carlos. He rapidly became aware of what was expected of him and thoughtfully wrote in his notebook: *Today is Thursday, November 11, 2019. It is Monday and it’s Sunny. I feel happy!*” (Teachers Journal, November 11, 2019).

Since children with ASD are less emotionally responsive, learning about feelings and helping express emotions helps them emotionally and socially. For this reason, the feelings grid, which was closely linked to the other classroom routines such as filling in the calendar and weather chart, was meant to give me an understanding of how Carlos was feeling at the beginning of each class since, it would influence his behavior through the rest of the lesson.

Based on biweekly observations, Carlos frequently gave a constant answer as to what he was feeling. This is a characteristic of AS at level 1, which demonstrates obsessiveness and difficulty accepting change in his routine. As shown in Figure 1, the only two times he chose a different feeling was because something had triggered this selection.

Figure 1: *Feeling Grid – Total number of times the feelings were chosen*



The first time it happened, he felt angry and this was because he had been in a verbal disagreement with his friend. Carlos described his feeling by saying, *“hoje estou chateado porque me zinguei com o Henrique e ainda não conseguimos resolver o problema”* My translation: [Today I am angry because I got into an argument with Henrique and we still have not had the chance to solve the problem] (Teaching Journal, October 17, 2019). Carlos’ sharing of this feeling noticeably influenced his behavior,

concentration, his ability to comply with the rules and his motivation. Just as I wrote down in my teacher's journal, "Today Carlos had an argument with his friend; he was visibly more distracted, disruptive and restless". I believe that if the lesson were more than one hour long, and if I had the opportunity to try to solve their problem whilst mediating their exchange of opinions, perhaps, this would have prevented Carlos' misbehavior during the rest of the lesson. I could have prevented misbehavior by using a preventive strategy known as social stories (Leach & Duffy, 2009). This could have been done with two figure sticks and a creation of a story where there are apologies, and these make the other feel better, demonstrating that when we express what we are feeling it helps us feel better and consequently have better behavior.

The *Plan of the Day* was useful so that Carlos could feel confident and safe by knowing what was coming next during the lesson. In fact, there was a day when I did not have time to write the plan and Carlos immediately commented, "*o plan ainda não está no quadro*" my translation: [*The plan is still not on the board*] (Teaching Journal, November 18, 2019). When I asked him why the plan was relevant to him he answered, "*porque assim posso saber o que vamos fazer durante a aula como se fosse uma meta que temos que atingir*" My translation: [*because this way I know what we are going to do during the lesson, as if it were a goal that we have to reach*] (Teaching Journal, November 18, 2019). Once again, the *Plan of the Day* gave Carlos effective cues by increasing predictability which emphasized that good teacher planning is equally significant to these special children.

II.4.2.2. Supportive Strategies

Supportive strategies proved to be successful in supporting Carlos in individual, pair work and group work activities. Having visual cues included in the questionnaire activity related to the story read in class, was a key component of the supportive strategy for this research. Carlos was able to keep still in his seat, while he individually filled out the true or false questionnaire provided by me for this lesson. As I recorded in my teaching journal on November 21, 2019, Carlos was the first student to finish the questionnaire, and while the others were finishing, he remained in his seat and went over his answers.

When I began my practice and I started observing Carlos, I assumed that pair-work and group-work would be problematic because this would provide an opportunity for him to talk to his friends during class about things that he loves: football or chess.

Surprisingly, I misjudged his response to those activities, just as I registered in my journal in reference to pair work:

“Usually, when children choose to work with another peer, it is common that they do not concentrate and speak about other things, rather than what they are supposed to be doing. Surprisingly enough, this did not happen with the activity that was proposed. Carlos was super on task, just like Raul, they were both using only the English language, as asked by the visual cue which identified the key components of their expectations and they were having fun. I believe this happened because Raul is a very calm child, and probably transmits this peacefulness to Carlos.” (Reflective Journal, November 14, 2019).

Later in the semester, there was a group work lesson, where the children had to present their city maps to their classmates. The task required the students to use recycled vocabulary and to add some new words to explain directions on their maps. This gave them the opportunity to create role-play, a supportive strategy. Carlos’s group consisted of three other boys, one of them with anger management problems. I wrote in my teaching journal “Carlos and his group followed through the oral presentation activity, very well. Perhaps the physical opportunity to move around the classroom and engage in a role play ensured his classroom engagement” (Teaching Journal, November 28, 2019). Although the children sometimes used their first language, I wrote that “Carlos was on task, involved in what was happening and remained calm throughout the lesson.

Another positive outcome occurred when Carlos was placed in a pair activity that consisted in ordering sentences to make a small paragraph. The supportive strategy was to allow Carlos to choose his working partner. I observed and noted in my teaching journal “interaction, cooperation and motivation between the two students” (Teaching Journal, November 28, 2019). An explanation for this was that by giving Carlos the autonomy to choose a classmate to work, permitted an increase engagement during the lesson.

II.4.2.3. Corrective Strategies

Corrective strategies are approaches that should be applied to redirect or refocus a student with ASD to the desired classroom activity. Corrective strategies which are

mainly based on reinforcements, should only be used when a teacher is dealing with a child whose behavioral challenges cannot be controlled with preventive or supportive strategies. Throughout my research, corrective strategies were applied in three situations.

To test the corrective strategies, on October 29th, I proposed Carlos to use his *Pupil's Book* (Corbett & O'Farrell, 2013a), and to individually complete the activities proposed by *Quest Activity Book* (Corbett & O'Farrell, 2013b). For the first 15 minutes of the lesson, Carlos worked diligently. After this time, I began to observe misbehavior and noted in my teaching journal "Carlos frequently called for attention by asking questions that I was conscious that he knew the answers to. He rocked on his chair, sat on his foot, talked to his classmate next to him about his favorite topics, and walked around the classroom" (Teaching Journal, October 29, 2019). It was obvious that Carlos was not only off task, but also, started disturbing the whole class. I then tried to use positive reinforcement, a corrective strategy, to redirect the student to the activity. I applied this strategy by telling him that I was sure he could do the activity, whilst leading him back to his seat. After a while, I took note in my teaching journal that once: "I began praising the fact that he was still sitting down and being able to engage in the activity" (Teaching Journal, October 29, 2019). The use of this strategy led him to re-focus and subsequently gave him motivation to do his best.

On October 31, Carlos was given an activity, where he had to watch a short video about Halloween and then fill in the blanks on a Halloween worksheet with adjectives. While this activity was taking place, I focused on using corrective strategies once again, especially the corrective strategy that included positive reinforcement after the child with ASD refrains from displaying a challenging behavior for a certain period of time. Since they were watching a movie all together and sitting next to their friends, Carlos' behavior was inappropriate. As I wrote in my teaching journal: "he began interrupting by speaking over the video" (Teaching Journal, October 31, 2019). I stopped the video and asked if he could stop interrupting because he was not able to hear, and neither were his colleagues. I added that if he were not quiet then we could not move on to the next part of our lesson which meant that our lesson's goal would not be achieved. After listening to my clear explanations, Carlos was able to keep quiet for the rest of the video. We then went on to the second part of the activity where he had to fill in a worksheet with adjectives he had heard in the video. He was able to do it on his own without asking for help so in the end I verbally rewarded him by saying: "great job Carlos, see why it is

important to keep quiet while we are listening to a video? This way you are able to autonomously do the worksheet and I bet that makes you feel good!” (Teaching Journal, October 31, 2019). This also proved that corrective strategies are equally important when leading with children with ASD in an inclusive classroom, and that these are effective.

Lastly, on November 11th, I applied a third corrective strategy to an activity when the children were working in pairs. The students had to tell each other the time while using clocks that had been previously prepared by me. I noticed that Carlos towards the end of the activity was playing with the clock’s hands. I used the prompting-fading procedure (Leach & Duffy, 2009) that focuses on positively redirecting the student to the activity, by giving him the verbal cue: *what time is it?* By providing this prompt procedure, Carlos understood what he was supposed to do and continued working with his partner in an actively engaged manner. I wrote in my journal that: “he was using appropriate language structures provided by me with his colleague whilst using English.” (Teaching Journal, November 11, 2019). As a result, I took the opportunity to positively redirect Carlos to the activity instead of reprimanding him, which could have led to a challenging behavior.

It is common for teachers to unconsciously use preventive and supportive strategies during their lesson, to encourage positive behavior of students with ASD. I noted in my teaching diary that: “besides good lesson planning, the teacher needs to take into the consideration classroom environment and classroom arrangement to decide which students are more compatible in working together” (Teaching Journal, December 3, 2019). Likewise, it is very important to clearly explain to the pupils what is expected of them to complete certain activities and to remind them that appropriate behavior is expected. When educators implement a well-thought-out lesson that makes the students with AS feel that they belong in the inclusive class, the outcome is an enriching experience, then the use of corrective strategies do not have to be used with frequency.

II.5. Discussion and Conclusion

II.5.1. Summary of Results

How do preventive, supportive, and corrective strategies affect the behavior of students with ASD in an inclusive primary foreign language classroom? My research included a child with AS and it aimed to assess which of the three strategies kept Carlos on task, engaged and well behaved. The research tools that I chose for my investigation

were three different questionnaires with open and closed questions, teaching journals and my reflective journals.

The results of this research show that by using preventive and supportive strategies, a child with AS can focus more on the classroom activities and even demonstrate more interest in what is happening in the lesson. Not only did I observe this with Carlos, but also, with the other twelve children in the class. Since all students were on task, this led to a well-managed classroom and productive learning environment. The results obtained also show that when these two strategies are put in practice there is less need to use corrective strategies with the student with AS because they are able to focus and engage in the lesson.

It is equally important to mention that these two strategies instead of altering Carlos' poor behavior were in fact more successful in preventing his poor classroom conduct. Thus, having well planned lessons with visual learning outcomes, engaging activities, and routines made the lessons productive and better managed. In contrast, there were limited times where I felt a need to redirect or refocus Carlos to the task due to the effectiveness of both preventive and supportive strategies used in my research.

In this respect, this study concluded that preventive and supportive strategies were highly effective in classroom management in an inclusive foreign language class with a child with AS. As a result of the action research and case study, and when I compare my observations to the ones from last semester, when I was just an observer, I noticed that Carlos was more confident, more participative, paid more attention, and was more engaged in classroom activities. Therefore, what I conclude of this study is that including preventative and supportive strategies in lesson activities led to a more positive learning environment and even improved Carlos's behavior during this semester. However, this does not mean that other children with AS, who are on a different level of the autism spectrum, do not have the need for the implementation of corrective strategies more frequently.

I also concluded that activities, where preventive and supportive strategies were used, were the most appropriate strategies to use with this child with AS. When these strategies were applied, Carlos was engaged, focused and rarely diverted from the required classroom activity. However, when the corrective strategy had to be applied, these too were effective at getting Carlos back on track and focused on the activity.

Nevertheless, corrective strategies were not used often since preventive and supportive strategies had such a positive impact on Carlos, and challenging behavior rarely occurred during the semester.

It is important to note that every child is different, especially children diagnosed with ASD. The reason for this is because these students have different features and numerous characteristics that differ, depending on what end of the spectrum they are on. The conclusions made in this investigation apply only to this specific child since there was no other child with ASD in the classroom with whom I could make comparisons.

II.5.2. Future Research

Since Carlos was very excited and cooperative about the research, it made it easier to analyze and make some inferences about the outcomes. Perhaps, by having another student with ASD, on the lower end of the spectrum, would provide different data because there would be a comparison between the two different children with diverse special educational needs but still considered to have the same SEN. If I had the chance to compare two children with ASD, it would have been interesting to compare a child on level one of the autism spectrum and another child on level three of the autism spectrum, then maybe the results could have been different, more concrete and even more reliable. Since every child is different, and even more when it comes to the child with ASD, who can have different varieties of difficulties according to where they are on the spectrum, maybe the behavioral strategies that were used for this investigation might not work with other children with AS or ASD. By having this opportunity, I would have a better sense of how these two students' different learning disabilities, together with their distinct classroom behavior functioned in learning a foreign language. This would also provide more comparable data that could help future English language teachers who have students with higher level of autism in their classrooms.

Another factor would be to increase the amount of time to thoroughly test and make further research because I believe that three months is not enough time to test the three behavioral strategies and achieve accurate results, since children with ASD have certain ingrained characteristics such as obsessiveness, eagerness, and lack of flexibility, which make their daily classroom behavior unique. Therefore, having more class contact would permit more daily observations and more results for the research. In addition, as

the present study was a case study, the results obtained could not be carried over to other classes.

Using these strategies would help diminish the number of students with SEN who feel less part of a class and primary foreign language English teachers must find ways to make these children feel comfortable in the classroom and especially assist them in becoming high-level language achievers. After all, a foreign language teacher's main objective should be to teach and provide all the necessary tools for all classroom students to learn and acquire language fluency.

II.5.3. Implications of the results on my professional development

As mentioned before, I work in an inclusive school where several children have been diagnosed with SEN. To make things even more demanding, it is an international school, where sometimes there are children from other nationalities who do not speak Portuguese nor English. In other words, these students are being placed in a mainstream classroom with a cultural barrier. It should be noted that it is already a challenge for these pupils to socially integrate with other nationalities due to various social constraints, not to mention being a SEN student. I frequently observe the amount of stress children with SEN display, because they feel that, although, they are always trying, they are never able to accomplish what other children achieve.

Personally, a conclusion that I take from this research is that preventive and supportive strategies worked well with this child, and I am sure that, in the future, if the opportunity arises to closely work with other children with ASD or AS, I will certainly apply these strategies in my lessons in order to help these students to be successful learners. These children should have the same educational rights and be provided with inclusive lessons so that they develop better social interaction and social communication which are key factors in learning a foreign language. This is exactly the type of environment that Carlos is in. He has been exposed to an inclusive school environment since he was very young, and according to Berg (2004), "inclusion exposes children with special needs to an enriched learning environment which affords greater stimulation and creates a climate of higher academic expectation. This encourages children to take more responsibility for their learning, resulting in enhanced self-esteem." It is obvious from the author's statement, that children with ASD are more successful learners by attending inclusive classes because they are being stimulated in exhibiting better social and

communication skills. Despite their SEN diagnosis, these students will form part of the workforce of tomorrow, and so the sooner they are placed in inclusive settings, the better prepared they will be.

II.5.4. Relevance of the results

I believe this study is interesting and important due to the increasing number of inclusive primary classrooms in Portugal. With this increase, it is important for primary language teachers to be better prepared to work with SEN children in their foreign language classrooms. It is also necessary that teachers know as much as possible of the learning disability and have acquired the necessary approaches in working with these students so that classes are very instructive, well-managed, and that every child acquires the most learning from the lessons. If this is achieved, foreign language teachers will not be concerned with the presence of these students in their class. In this context, children with ASD will be active participants of the class. In addition, through the findings of my investigation, other foreign language teachers at the primary level, might also benefit from some of the applied activities and implemented behavioral strategies to improve their educational experiences with students with SEN in their own classroom.

II.5.5. Ideas for future research

In the future, it would be interesting to be able to test these strategies on different children with other SEN disorders such as hyperactivity, Down syndrome and other learning disabilities. I believe that it is important for teachers to feel comfortable working with these children, by creating an enriching language-learning environment for all students. More importantly, teachers should have the necessary tools and knowledge to work with these students whilst making them feel comfortable, happy, safe, and give them all the learning tools they need to acquire a foreign language. There is one thing primary foreign language teachers should not forget and this is that today they might only have one autistic child in their class, but tomorrow they may have two or more SEN students in their lessons and this, without any doubt, will require teachers to work harder in maintaining a well-managed environment. Nevertheless, I believe the experience of working with students with SEN is extremely gratifying.

II.5.6. Final conclusions

The purpose of this study was to find out how preventive, supportive, and corrective behavior strategies affect the behavior a student with ASD in an inclusive

primary foreign language classroom. In this action research, exceptional focus was given to the preventive, supportive and corrective strategies, and their effect on Carlos' behavior depending on the various activities that were developed throughout the semester. The student revealed motivation and enthusiasm to learn the English language and responded positively to the activities that took place in the classroom concerning all three strategies which led to a decrease in challenging behavior, which led to the decrease of the need to use corrective strategies.

Since, in Portugal, to the best of my knowledge, there have not been any studies conducted in this specific field, and the number of ASD students in inclusive classes is increasing, perhaps, other foreign language teachers, at primary level, might also benefit from this research.

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APPENDICES

Appendix A
ASD Scale

Autism Spectrum Disorder



<u>LEVEL 1</u>	<u>LEVEL 2</u>	<u>LEVEL 3</u>
High Functioning Autism Requiring support; Difficulty initiating social interactions; Inflexibility of behavior; Difficulty switching activities; Problems with organization.	Autism Requiring substantial support; Marked deficits with social interactions; Inflexibility of behavior; Difficulty or distress coping with change; Repetitive behaviors.	Severe Autism Requiring very substantial support; Severe deficits with social interactions & communication; Inflexibility of behavior; Extreme difficulty or distress coping with change; Repetitive behaviors interfere with functioning.

Note. Retrieved from the site Psych Central, Grohol, J. M. (2018).

Appendix B
Letter of consent to school director

Pedido de autorização à Direção da escola Formiguinha em Sintra

Exma. Sra. Diretora Joana Prudêncio,

O meu nome é Alyssia Ysabelle Silva Vendas e é com muito entusiasmo e ânimo que irei lecionar, enquanto estagiária do Mestrado em Ensino do Inglês no Primeiro Ciclo do Ensino Básico na Universidade Nova de Lisboa, as aulas de Inglês do 4º ano no Colégio A Formiguinha. Este estágio faz parte do currículo académico para a cadeira de Prática do Ensino Supervisionada II, que irá decorrer ao longo do primeiro período deste ano letivo 2019-2020. Sendo que o Mestrado que estou a realizar implica que faça um pequeno projeto de investigação durante o estágio. Este projeto consiste em testar três estratégias de ensino com diferentes atividades relacionadas com cada estratégia para que se possa chegar à conclusão de qual delas é mais pertinente para o ensino numa sala de aulas onde existem crianças com necessidades educativas especiais. Considerarei pertinente não só realizar este projeto para o bem-estar da sala em si, mas também algo que me possa tornar numa melhor profissional. Por este motivo, gostava de lhe apresentar o título do meu projeto: *Classroom behavior management strategies that can support children with special educational needs* / Estratégias de gestão do comportamento em sala de aula que podem apoiar crianças com necessidades educativas especiais.

Assim sendo, gostaria de solicitar a sua autorização para a participação dos alunos do 4º ano do Colégio A Formiguinha neste projeto, que irá ter lugar durante os meses de setembro a dezembro. Depois de pedir a devida autorização tanto aos alunos, como aos encarregados de educação da turma acima referida, para que assim possam ser incluídos no meu projeto, a recolha de dados será feita com questionários sobre como se sentiram na sala de aula durante as aulas, qual o comportamento que eles tiveram, como avaliam o desempenho da professora na, mediante a estratégia que está a ser utilizada para aquela aula. É importante referir que, a qualquer momento, os alunos podem escolher não participar neste projeto e que a informação recolhida será mencionada no meu relatório final de mestrado e eventualmente em artigos académicos e conferências.

É de extrema relevância mencionar que as crianças, e os funcionários irão permanecer em anonimato em todas as circunstâncias, considerando a privacidade. No entanto e se a instituição assim o desejar o nome da escola poderá aparecer no relatório final, a não ser que seja uma escolha da direção mantê-lo em anonimato. Não serão necessárias fotografias ou imagens da instituição ou dos alunos, no entanto, os trabalhos dos mesmos irão servir de ferramenta para o desenrolar do projeto, mas sempre em anonimato.

Qualquer dúvida que possa surgir, agradeça que me contactasse para o seguinte e-mail: alyssiavendas@hotmail.com.

Agradeço desde já a sua atenção para com este meu pedido, esperando que autorize a participação dos alunos da turma do 4º ano a participar no meu projeto de estudo. Assim sendo, gostaria que autorizasse e assinasse o presente documento.

Sintra, 17 de setembro de 2019
Alyssia Ysabelle Silva Vendas

Prof.^a Doutora Carolyn Leslie
Orientadora de Estágio
FCSH, Universidade Nova

Lisboa

Eu,

Diretora do Colégio A Formiguinha, declaro que fui informada dos objetivos do projeto intitulado *Classroom behavior management strategies that can support children with special educational needs* / Estratégias de gestão do comportamento em sala de aula que podem apoiar crianças com necessidades educativas especiais, e autorizo os alunos do 4º ano a participar no estudo.

Data: _____ Assinatura: _____

Appendix C
Letter of consent to parents

PEDIDO DE AUTORIZAÇÃO AOS ENCARREGADOS DE EDUCAÇÃO

Caros pais e encarregados de educação,

O meu nome é Alyssia Ysabelle Silva Vendas e, desde fevereiro deste ano, que tenho estado a realizar o meu estágio em ensino no Colégio A Formiguinha, sendo professora do vosso educando. No âmbito de um projeto final de estágio de Mestrado em Ensino de Inglês no 1º ciclo do Ensino Básico na Universidade Nova, intitulado: ***Classroom behavior management strategies that can support children with special educational needs*** / Estratégias de gestão do comportamento em sala de aula que podem apoiar crianças com necessidades educativas especiais, venho por este meio solicitar a autorização para poder incluir o seu educando neste estudo.

O estudo decorrerá entre setembro e dezembro de 2019, e será baseado em: observações, reflexões sobre o dia de aulas, respostas a fichas de autoavaliação, respostas a questionários, no entanto, as crianças são livres de deixar de participar em qualquer momento se assim o desejarem ou os pais o entenderem.

A informação recolhida fará parte do projeto final de estágio do meu Mestrado, sendo os resultados obtidos divulgados no respetivo relatório. Este projeto consiste em testar três estratégias de ensino com diferentes atividades relacionadas com cada estratégia para que se possa chegar à conclusão de qual delas é mais pertinente para o ensino numa sala de aulas onde existem crianças com necessidades educativas especiais. Assim sendo isto irá ajudar o seu educando a aprender numa sala de aula tranquila onde existe uma boa relação entre aluno-professora. É importante referir que os alunos permanecerão anónimos em todas as circunstâncias.

Agradeço que até ao dia 10 de outubro de 2019 me concedam a autorização para que desta forma, possa proceder à realização do estudo em causa, permitindo que o vosso educando faça parte deste mesmo estudo.

Desde já, muito grata pela vossa atenção e possível colaboração.

Alyssia Vendas

Professora Doutora Carolyn Leslie
Orientadora de Estágio
FCSH, Universidade Nova Lisboa



.....
Eu, _____, encarregado de educação de _____


declaro que fui informado(a) dos objetivos do estudo intitulado ***Classroom behavior management strategies that can support children with special educational needs*** (Estratégias de gestão do comportamento em sala de aula que podem apoiar crianças com necessidades educativas especiais) e autorizo o meu educando a participar neste mesmo estudo.

Data: _____



Assinatura: _____


Appendix D Letter of consent to children


Olá, 

O meu nome é Alyssia e vou trabalhar contigo neste primeiro período de setembro a dezembro, e, ao mesmo tempo, vou preparar um trabalho para o meu estágio, pois como sabes estou a aprender a ser uma melhor professora. 


O meu trabalho consiste em testar três maneiras de ensinar para perceber qual delas funciona melhor para conseguirmos aprender mais e melhor, e manter uma sala onde o ambiente é tranquilo e moderno. Isto vai permitir que vocês se sintam tranquilos na sala, e vai ajudar-me a realizar um trabalho que será importante para a conclusão do meu Mestrado.

Achas que me podes ajudar?  Gostava muito, porque é um projeto especial para mim, mas que pode ajudar-te também e por esta razão gostava imenso de poder contar contigo. 

Não nos podemos esquecer da melhor parte.  Para que tudo isto possa acontecer, vamos divertir-nos muito! Iremos fazer muitas atividades onde cada uma das estratégias será utilizada, e uma vez por semana vamos responder a umas perguntas, falar de como

se sentiram e vão avaliar-me a mim também enquanto professora. 

No final, todas estas ideias serão usadas para que eu possa juntar a informação com as notas e observações que vou fazendo diariamente, e escrever o meu relatório final. No entanto, os vossos nomes nunca vão ser utilizados e por isso, se quiseres, juntamente comigo podemos escolher um nome diferente para que este possa ser utilizado no meu

trabalho final. 

Os vossos pais também já receberam uma carta para estarem informados do que vamos fazer. É importante também saberem que quem não quiser participar, não é obrigado e quiserem participar também podem desistir a qualquer momento.

Se tiverem alguma dúvida podem sempre perguntar-me, pois estarei sempre aqui para vos ouvir e esclarecer.

E então o que me dizes?

- A) Aceito o desafio
- B) Não aceito o desafio



Podes escolher a tua resposta e assinares em baixo.

Nome: _____

Data: _____

Appendix E

Feelings Sticks






Appendix G Questionnaire # 1

NAME: _____

DATE: _____

My work today!

CLASS ACTIVITY: Date:	WHY I DID/DIDN'T DO THE ACTIVITY	SELF-ASSESSMENT 1 (Always) 2 (Most of the Time) 3 (Never)
 I DID IT!	I KNEW HOW TO DO THE ACTIVITY <i>EU SOUBE FAZER A ATIVIDADE</i>	
	I ASKED FOR HELP <i>PEDI AJUDA</i>	
	I FINISHED ON MY OWN <i>TERMINEI SOZINHO/A</i>	
	I UNDERSTOOD THE ACTIVITY <i>PERCEBI A ATIVIDADE</i>	
 I DIDN'T DO IT BECAUSE...	I DIDN'T ASK FOR HELP <i>NÃO PEDI AJUDA</i>	
	I DIDN'T WANT TO DO IT <i>NÃO QUIS FAZER</i>	
 I DIDN'T FINISH BECAUSE...	I DIDN'T FINISH BECAUSE I DIDN'T WANT TO <i>NÃO ACABEI PORQUE NÃO QUIS</i>	
	I DIDN'T FINISH BECAUSE I HAD NO TIME <i>NÃO ACABEI PORQUE NÃO TIVE TEMPO</i>	

BEHAVIOUR ASSESSMENT	
	SELF-ASSESSMENT 1 3 4
I ANSWERED WHEN I WAS ASKED A QUESTION <i>RESPONDI QUANDO ME FIZERAM UMA PERGUNTA</i>	
I WAITED FOR MY TURN <i>ESPEREI A MINHA VEZ</i>	
I INTERRUPTED MY CLASSMATES (WAS NOISY, GOT UP OR WAS PLAYING WITH MY CLASS MATERIALS) <i>INTERROMPI OS MEUS COLEGAR (FIZ BARULHO, LEVANTEI-ME, ESTAVA A BRINCAR COM O MATERIAL ESCOLAR)</i>	
















Appendix H Questionnaire # 2

NAME: _____

DATE: _____

My Behavior in Class

CIRCLE ONE OF THE OPTIONS:

	I CAN DO THIS <i>CONSIGO FAZER</i>	I'M GETTING THERE <i>ESTOU QUASE LÁ</i>	I NEED HELP <i>PRECISO DE AJUDA</i>
I AM ABLE TO CONCENTRATE DURING THE ACTIVITIES <i>CONSIGO ESTAR CONCENTRADO DURANTE AS ATIVIDADES</i>			
I AM ABLE TO FOLLOW INSTRUCTIONS IMMEDIATELY AFTER THEY ARE GIVEN TO ME <i>SOU CAPAZ DE CUMPRIR COM AS INSTRUÇÕES LOGO QUE ELAS SÃO DADAS</i>			
WHEN I DON'T UNDERSTAND AN ACTIVITY, I ASK FOR HELP <i>QUANDO NÃO PERCEBO UMA ATIVIDADE, PEÇO AJUDA</i>			
I AM ABLE TO DO ACTIVITIES INDEPENDENTLY <i>CONSIGO FAZER AS ATIVIDADES SOZINHO</i>			
I KEEP MY WORKING AREA ORGANIZED <i>CONSIGO MANTER O LUGAR ONDE ESTOU A TRABALHAR ORGANIZADO</i>			

HOW CAN I IMPROVE | COMO POSSO MELHORAR: _____

Appendix I Questionnaire # 3

What I Think of my Teacher?

Tick one of the options:

	STRONGLY AGREE <i>CONCORDO COMPLETAMENTE</i>	AGREE MOST OF THE TIME <i>CONCORDO</i>	DISAGREE MOST OF THE TIME <i>DISCORDO</i>	STONGLY DISAGREE <i>DISCORDO COMPLETAMENTE</i>
THE TEACHER MAKES ME FEEL COMFORTABLE <i>A PROFESSORA FAZ-ME SENTIR CONFORTÁVEL</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
THE TEACHER CARES ABOUT HOW STUDENTS FEEL (IF I'M SAD SHE WILL TRY TO MAKE ME HAPPY) <i>A PROFESSORA PREOCUPA-SE COM OS SEUS SENTIMENTOS (SE ESTOU TRISTE ELA TENTA AJUDAR-ME A FICAR FELIZ)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I RESPECT THE TEACHER <i>RESPEITO A PROFESSORA</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I KEEP CONCENTRATED THROUGH THE WHOLE CLASS <i>FICO CONCENTRADO DURANTE TODA A AULA</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I DON'T WASTE TIME <i>NÃO DESPERDIÇO TEMPO</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
THE TEACHER IS CAPABLE OF TEACHING/EXPLAINING EACH TOPIC IN A WAY THAT STUDENTS CAN CLEARLY UNDERSTAND <i>A PROFESSORA CONSEGUE ENSINAR/ EXPLICAR CADA TÓPICO DE UMA FORMA CLARA PARA QUE OS ALUNOS CONSIGAM PERCEBER</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WHEN STUDENTS HAVE DOUBTS THE TEACHER EXPLAINS IN A DIFFERENT WAY SO THE INSTRUCTIONS ARE CLEAR TO US <i>QUANDO OS ALUNOS TÊM DÚVIDAS A PROFESSORA EXPLICA DE DIVERSAS MANEIRAS PARA QUE NÃO TENHAMOS DÚVIDAS</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WE ARE ENCOURAGED TO LEARN WITH OUR MISTAKES <i>SOMOS ENCORAJADOS A APRENDER COM OS NOSSOS ERROS</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
THE TEACHER IS ABLE TO KEEP HER CLASS INTERESTING <i>A PROFESSORA CONSEGUE MANTER A AULA INTERESSANTE</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDENTS FEEL COMFORTABLE TO SARE THEIR IDEIAS ABOUT A TOPIC OR ACTIVITY <i>OS ALUNOS SENTEM-SE À VONTADE PARA PARTILHAS AS SUAS IDEIAS SOBRE UM TÓPICO OU UMA ATIVIDADE</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
THE TEACHER RESPECTS ALL SUGGESTIONS AND IDEAS AND IS OPEN TO LISTEN TO NEW IDEAS <i>A PROFESSORA RESPEITAS AS NOSSAS IDEIAS E SUGESTÕES E ESTÁ ABERTA A NOVAS IDEIAS</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

