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Melody Attention Grabber

Brandi Hass

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Brandi Hass

Northwestern College

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Dr. Sara Waring Tiedeman

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Abstract

The purpose of this study was to determine if the use of a melody attention grabber would create a calmer learning environment in a preschool classroom over the use of other attention grabbers. This study was conducted in a rural, lower elementary school in an inclusive preschool classroom. This classroom contained both regular education and special education students of the preschool age of four and five-year-old students. The researchers' intention for this study was to determine if a melody attention grabber would create a calmer learning environment in a preschool classroom over the use of other attention grabbers.

Melody Attention Grabber

Th use of attention grabbers is becoming very popular at the preschool level. Attention grabbers are a classroom management strategy that most teachers use as a way to get students' attention in their classroom. They can also be used as another classroom management tool to help with behavior and as a tool to enforce classroom expectations. A few of the different types of attention grabbers are; call and responds, counting, and turning the lights on/off. However, not a lot of research has been conducted at the preschool level to see which attention grabber would be developmentally appropriate for preschool students. There is extensive research on what is developmentally appropriate and classroom management strategies for students at the preschool level. However, there is a large gap in the research on what classroom management strategies would work best based on research conducted for what is developmentally appropriate for a preschool student. Classroom management strategies should be chosen on what is best for each age level developmental.

Preschool is the time where teachers focus on social-emotional skills. For most preschoolers, this is their first experiences in a school setting. Classrooms lesson are focused primarily on how students feel and how they handle the way they are feeling. When looking at research conducted by Caldrarella, (2012) states that preschools are able to learn how to successfully manage their own social-emotion levels as long as they are one, taught what successful social-emotional levels look like and two, are taught in a learning environment where he or she feels safe. How to control emotions and what positive expressions look like are explicitly taught to students during these lessons. As part of everyday learning, the educator should always be the example for any situation. Students not only need to be taught but need to see it being done by someone that they trust and feel safe expressing his or her own emotions

around. Students need to see educators model how to handle uncomfortable situations or

mistakes by discussing and clarifying their own emotions and behaviors while working through

difficult situations (Caldrarella, 2012).

Preschool is a time where teachers create a clam, safe learning environment without

yelling, turning off the lights or counting. Some attention grabbers that are being used at this

level can frighten students for many reasons. Preschool is the foundation for what school is and

looks like. Making sure that a preschool classroom first and foremost feels safe to all students is

the best way to form a solid foundation. For example, using the attention grabber turning lights

off and on can panic students that are afraid of the dark or increase student anxiety because they

may think that they are in trouble. Instead of creating a calm, safe learning environment a teacher

could be creating an environment where a student has high anxiety or feels unsafe.

Another example is the call and responds to attention grabber. This attention grabber is

where the teacher yells a phrase and the students are expected to yell back the appropriate

response to go with the call. Students this year are not able to distinguish when the right time is

to break the classroom rules and when not to. When classrooms have clear, measurable and

observable rules clearly posted in their classroom they need to be followed at all times regardless

of what is going on. When a teacher takes his or her time to teach these expectations to his or her

classroom they need to be modeled correctly by all adults in the classroom at all times. For

instance, if a classroom expectation is to use an inside voice while inside then, the call and

response strategies would not be an attention grabber that should be used in this classroom. This

sends out contradicting signals to students that it is okay to yell but only when his or her teacher

says it is okay. It is not developmentally appropriate for students at this age to distinguish the

difference between when the teacher says they can and when they say, they cannot. If a teacher is going to post and practice classroom expectation in his or her classroom it is important that when looking at classroom management strategies that they consider classroom expectations as well.

Does using a melody attention grabber foster a calmer learning environment over the use of other attention grabbers in a preschool classroom? This study looks into the use of how traditional attention grabbers can calm a preschool classroom. Also, if a melody attention grabber creates a calm learning environment over the use of other transitional attention grabbers. These same traditional attention grabbers are still being used in today's classrooms with little to no understanding of why educator chose these strategies in the first place (Caldrarella, 2012). The research available is very limited not only at the preschool level but at all other ages levels as well.

Review of the Literature

"Let's make classroom memories that are playful and positive and enjoyable. Refocusing a class is something we have to do dozens of times per day: why not create routines for that which are enjoyable and engaging" (Watson, 2018, p. 2). As every teacher knows, having a well management preschool classroom can make the difference between a great school year and a not so great school year. A solid approach to classroom management and tech tools can most certainly help (Byrne, 2014). Classroom management is key to creating a successful learning environment. Attention grabbers can be a very effective management tool when used effectively to aid in creating a successful learning environment (Jennings, 2016).

Early childhood educators can increase the likelihood of success for young students, while becoming proactive in preventing potential behavior problems, through an effective

classroom management plan (Coleman, Crosby, Irwin, Dennis, Simpson, & Rose, 2013). A great start is looking into the use of attention grabbers. Attention grabbers are defined as a classroom management tool that is used to get students attention. Many different attention grabbers can be used for all grade levels. It is the job as educators to establish classroom control and to strive to create a successful learning environment (Reese, 2007).

When attention grabbers are used.

The approach to classroom management has shifted over the years. In today's classroom, teachers are stressing more on classroom management strategies, behavioral theories, and systems of rewards and punishments. These tools are widely used in today's classrooms (Caldrarella, 2012). Attention grabbers are one of the popular classroom management strategies that is widely used when whole class displays challenging behaviors. If the attention grabber is used correctly, the behavior can quickly be halted with minimal learning time wasted. Student's at the preschool level typically show-challenging behaviors because they are unable to communicate their wants and needs in an appropriate manner or the student is avoiding a task or situation. Therefore, attention grabbers are a great tool to use in the classroom to keep everything functioning smoothly or as smooth as can be expected for preschool-aged students (Coleman et al., 2013). Attention grabbers work for all students not just the students displaying challenging behaviors. For the students who are classified as typically developing, they have the ability to use their verbal skills to express their wants or need, and request items but other students; they will exhibit problem behaviors that serve the same function in an inappropriate way (Coleman et al., 2013).

A great deal of a preschooler's day is spent observing his or her peers and teacher's behaviors, and language (Coleman et al., 2013). Students spend a lot of time interacting with

peers during center time. It is during these unstructured times where students do most of their observing. Students at the preschool level are like sponges. They want to learn as much from their teachers and peers as they can. Were the confusion is coming into play with preschools is they are not developmental ready to understand what behavior is good behavior that they should copy or bad behavior that they should avoid copying. When an attention grabber is used, the whole classroom will model appropriate behaviors. If the attention grabber is modeled correctly and used correctly, common behaviors will fix themselves through the modeling the use of the attention grabber provides.

Students at a young age need reminders and support from the teachers in their classroom in order to be successful at the many learning targets and objectives that are placed on them in today's classroom (Jones, Bailey, & Jacob, 2014). When problem behaviors arise within the classroom the stress level for both the students and the teacher increases. It not only takes time away from learning but it also disrupts the learning atmosphere that the teacher has created with his or her students. The classroom dynamics shift from academic focused to behavior focused (Reese, 2007). As a result, students will engage themselves in a variety of behaviors positive and negative as they attempt to adjust to the new environment (Coleman et al., 2013). These are great times where an attention grabber could be used to reset the classroom. A key component of intervening with a problem behavior using an attention grabber is not only to help the student or students stop the problem behavior but also teach the student what to do as a replacement behavior (Coleman et al., 2013).

The different types of attention grabbers. There are many different attention grabbers that are used in today's classroom. Some of the most popular being; chants and call-and-response, music, visual signals, and interactive countdowns. All of the listed different attention

grabbers are used in the preschool classroom but may not always be age appropriate. Research

also shows that all of the listed attention grabbers can be used in preschool; they just have to be

chosen correctly in order to have the desired outcome (Watson, 2018). Attention grabbers are

meant to be a positive classroom management tool, not a negative tool.

There is a variety of verbal attention grabbers that teachers use within their classroom.

Teacher says, "clap your hands, stomp your feet I want your bottoms in your seat!" This verbal

attention grabber gives the student a clear expectation that they are to sit down. Students at this

age are in still learning what is developmentally appropriate. This attention grabber gives each

student something to do with his or her feet and their hands. So, instead of having to focus on

negative behaviors the teacher is able to take this time a give students positive praise and

ultimately move on to the transition or the direction that needs to be given.

Some very popular call-and-response attention grabbers are; teacher says, "Marconi and

cheese," students say, "everybody freeze," or teacher says, "hocus pocus," student says,

"everybody focus." Cox (2018), noted that call-and-response attention grabbers are an essential

strategy to have for any age group. They not only help with transitions periods but work great in

an emergency as well. Call-and-response attention grabbers are more developmentally

appropriate for upper elementary students because they have the social-emotional understanding

of what the teacher is truly asking and the purpose behind them. A study completed by Cox

(2018), noted that students love getting able to yell back the response when asked for one,

however, if the call-and-responds has to be repeated to get everyone attention the students

usually got louder and louder.

Music is an effective and fun way to get students attention. At the preschool level, music

is integrated into so much of their day that this attention grabber can be a great developmentally

appropriate strategy to use for times to refocus a class or transitions. There are many different ways to incorporate music into the classroom as an attention grabber. Finger plays are very popular at the preschool level. When the teacher wants the student's attention, she starts singing the song or she can play it from a CD or computer. While the teacher is sing, the teacher will walk around the classroom. The teacher will also do hand movements to go along with the song. The students will see the teacher, stop doing what they are doing, sing, and participate in the finger play with the teacher. Once the teacher notices that, everyone is participating the teacher then will stop and give further directions.

Other music that is popular in a preschool classroom is the use of a melody that can be played by a wireless doorbell or app played on a tablet or phone. This attention grabber does not ask students to verbally response or ask students to interact. When this attention grabber is used, the class will stop what they are doing and look for the teacher for direction or next steps (Watson, 2018). Research has shown that music is most effective at the preschool level because it is already so much a part of their day (Cox, 2018). The study completed by Cox (2018), shows that out of the twenty-five preschools included in this study that on average five hours per day has the use of some type music. It also shows that music can be used for more than just singing in music class. Music is used in math, literacy, writing, and as a classroom management tool. Also, Watson (2018), noted that keeping the same attention grabber over a long period of time is more impactful then contently changing the attention grabber.

The use of visual signals can be a great opportunity to get creative in the classroom. In the study completed by Watson (2018), one visual signal she used was a wand. She introduces the wand at the beginning of the school year to her class. She explains the expectations of the wand at this time. When her class gets off-task, she holds up the wand and as students see if they

know that they need to hold one finger in the air us a check in for each student. Other visual

signals that has been used is visual timers. Visual timers are a great attention grabber to use in an

integrated preschool class. One, students at this age cannot tell time, and secondly, students can

learn at a young age how to manage their time based on what time they are given. Every

classroom has routines and a visual timer can be used to show students how much time is left

during each activity and decrease anxiety levels among the students in the classroom.

   The interactive countdown can be straightforward. The teacher can count forward or

backward. This attention grabber can be used in many different ways. One way is the teacher

holds up his or her hand and counts (forward or backward) once the teacher gets to five or zero

the class should be quiet. Another way this attention grabber can be used is the teacher say,

teaching in 5, teaching in 4, continuing until the teacher gets to one. By the time the teacher gets

to one, the class should be ready to learn. The last way this attention grabber can be used is

where the teacher announces what the expectation is and what number they will be counting to

and then they will begin.

   Attention grabbers are not meant to be an annoyance for teachers. They are to be thought

of as a way to be creative and to have fun with his or her students during the time that they are in

that teachers care (Watson, 2018). Data suggests that early childhood students may be unable to

demonstrate positive academic behavior in the classroom because what the teacher is asking may

not be developing appropriate or the student may have immature self-regulation skills (Wolff &

Stapp, 2019). Watson, (2018), noted that if the same attention grabber is used over several

weeks, students would have almost automatic response to it. All the student will have to hear is

the first part of the attention grabber, and then that will immediately trigger the target behavior.

Attention grabber expectations. Attention grabbers are intended to be a positive reinforcement strategy. They are most effective if delivered immediately when the appropriate behavior is displayed. By doing this the students can connect the reinforcement to the specific desired response (Coleman, et al., 2013). Positive reinforcement can be found in many different forms. Two of the most important forms is with the use of visuals and in verbal communication (Coleman et al., 2013).

When using attention grabbers, the teacher must first make sure that all classroom rules are stated clearing and gone over on a regular basis. Rules should be stated positively (Coleman et al., 2013). The teacher should communicate with students using "enforceable statement" that communicate how the student will behave rather than telling the student what not to do (Reese, 2007, p. 20). The study completed by Reese (2007), noted that students tend to hear the last part of a direction. This study was conducted in a music classroom with 22 four and five –year-old students. The students in this study showed that when the teacher would stop teaching she would then have to re give the same directions 4 or 5 times within the first few minutes. She then moved to only giving one direction at a time with only what they needed to do and nothing more. She would also have visuals on the white board they could refer to if they did not hear all of the directions. Over the course of the eight-week study she was able to successfully work up to giving three or more directions at a time with visual support without having to repeat a direction. This study goes to show how important it is to give clear and simple directions because that is most likely all that they are going to retain at the time the direction was given.

Not all students learn the same way. When a direction or expectation is verbally given, it needs to also be pair with a visual as well. Rules should be posted in a way that all students can understand. At the preschool level, it is important to use the same picture visuals in all areas,

most importantly when using the visuals directly. A calm down corner is a space that all

classrooms should have, not only in the preschool classroom (Jones, Bailey, & Jacob, 2014).

Within the calm down corner, students with have visuals that will help them be successful and to

make the appropriate chooses. Calm down corners also remind students of classroom

expectations and provides students with a physical tool that can be helpful for the students to

achieve success (Jones et al., 2014).

The advantages of attention grabbers.

Attention grabbers are intended to improve classroom management and inter increase-

learning time. Data shows that creating a basic routine in the classroom and procedures

contribute to student management and once establish increases learning time. This same study

also shows that procedures are the foundation for student expectation. By having a solid

foundation, it frees up the teacher to be able to guide his or her students rather than contently

feeling like the teacher is always controlling his or her students (Reese, 2017). Reese (2017), the

study noted that establishing consistent procedures would take time, that is not something that

happens overnight. A classroom no matter what grade level should have a goal that all

classroom management tools used should aid in a seamless and natural running classroom to

maximums the learning in the classroom.

One of the key components of being able to increase learning time is to make sure that

the teacher is using the most out of every second of the time that he or she has with the students

in their care. One of these learning times that studies have shown are not used to their full

potential is transitions. A study completed by Coleman et al. (2013), stated that "The way in

which transitions are scheduled and implemented can have a big impact on student's behaviors

during this time" (p. 5). "The number one problem in the classroom is not discipline; it is a lack

of procedures and routines" (Coleman et al., 2013, p. 5). For every transition, the classroom

needs to know and understand the attention grabber being used. Therefore, when it comes time to

transition, it becomes automatic for each student and the transition can happen quickly and as

smoothly as possible. Research shows that at the early childhood level, music provides aid in

marking transitions between different lesson activities (Plevin, 2016).

      The disadvantages of attention grabbers. When attention grabbers are not used

appropriately, the social-emotional impact can be huge. Research has shown that students with

low emotional skills have a more difficult time making connections with their peers and teachers

(Caldrarella, 2012). Educators must have a complete understanding of what his or her students'

emotional levels are. Then, those same educators can spend the time needed to teach their

students what appropriate emotions look and feel like. In a study conducted by Schonert-Reighl

(2017), shows that when teachers poorly manage the social and emotional demands of teaching,

students' academic achievement and behavior both suffer. It is important that the teacher choose

an attention grabber that best fits his or her students' social-emotional needs first. It is also

important to remember that his or her students social-emotional needs can and will change

throughout the school year (Caldrarella, 2012).

      In a preschool classroom, social-emotional is a key focus. Jones et al., (2017), conducted

a study where a classroom started where the teacher spent too much time focusing on discipline

and emphasis on rigid rules. This led this teacher to become inflexible and unresponsive to her

students' needs. This teacher had the mindset that the same management tools she had been

using for many years would work for every class. The outcome of this teacher's classroom

management in her classroom gave her students zero opportunities to build and grow their social-

emotion skills. It is important for educators to remember that nothing stands still. Educators must grow and learn right alongside of the his or her students.

When looking at the different attention grabber it is important to remember that all attention grabbers can be used at all age levels but how they are used is the key in using them. Plevin (2016) noted in his study that the teacher needs to model the expectation for his or her students. If the expectation in the classroom is to treat others the way you want to be treated then, the teacher should not be shouting and ranting at their class trying to get their attention. If the expectation is to use a level one voice then, the teacher should use attention grabbers at that level or lower. Teachers are the model at all times. At the preschool age the classroom expectations or classroom rules need to be clear and consistent at all times. Students at the preschool age are not able to understand why it is okay to yell to fulfill the need of an attention grabber and not okay to yell at a student to get their attention during center time.

Social-emotional definition. McClelland and Tominey (2016), define social-emotions as the conscious of thoughts, behaviors, and emotions. Social-emotions is the ability to stop, think, and then act. Social-emotions in the preschool setting develop rapidly and development runs parallel with brain development. Preschool-aged students start to develop the theory of mind or an understanding that they have thoughts and feels and so do the people around them. Students at this age will still have difficulty seeing and understanding others perspectives (McClelland & Tominey, 2016). Research tells us that when teachers understand what is developmentally appropriate for their students they are better able to create and carry out lessons in ways that support social-emotional learning (Schonert-Reichl, 2017).

According to Jones et al. (2014), they define social-emotional skills as c group of things, which include, "focusing, listening attentively, following directions, managing emotions, dealing

with conflicts and working cooperatively with peers" (p. 20). Students that have a comprehensive understanding of these skills can handle the use of any attention grabber that a teacher chooses to uses. The students that still do not understand these set of skills may only be able to handle a specific type of attention grabber. According to these same study students that do struggle with these skills are more likely to be off-task, engage in conflict with peers or adults, and minimize learning time for the class as a whole (Jones et al., 2014). Research also indicates that preschool social-emotional skills are a "strong predictor for later externalizing problems for boys than it was for girls but the language was a stronger predictor of later externalizing problems for girls" (Lonigan, Spiegel, Goodrich, Morris, & Osborne, 2017, p. 1500).

   Attention grabbers impact social-emotional growth and how to use them effectively in a preschool classroom. Attention grabbers are one of the many classroom management tools. Classroom management and social-emotional skills go hand-in-hand. When looking at one, an educator needs to look at both. According to a study conducted by Jones et al., (2014), Social-emotional skills are the foundation of all classroom management tools. Early social-emotional understanding, attentional skills, and the ability to solve problems are developed in or before preschool. Research indicates that certain social-emotional skills emerge earlier than others do and laying the foundation for more complex skills is critical (Jones et al., 2014). Emotional and behavioral problems can occur frequently within a preschool classroom for many reasons, one being the classroom management tool that the teacher is using. If a student does not have the ability to communicate his or her needs or fully understanding what he or she is feeling then, they might not be able to do what you are asking them to do. Data has shown that with the implementation of a social emotional learning (SEL) program significant improvements in the

school's environment, student learning, and academic performance and also decrease negative

behaviors (Caldrarella, 2012).

In order for any student to learn and use social-emotional skills correctly, they need to be

taught how to use those skills and what those skills look like. The ideal setting for this learning

to take place is in a safe and calm learning environment. If a teacher is constantly yelling out

commands or turning the lights off, it sends mixed signals to a student at the preschool age.

Research conducted by Schonert-Reichl (2017), shows when there are positive student-teacher

relationships it not only creates a calmer, safe, and warm learning environment but is also

promotes both academic and positive behaviors. In order for this to happen teachers need to

explicitly teach social-emotional skills in the classroom every day.

The Calm learning environment in a preschool classroom.

"A preschool teacher is responsible for providing a safe, calm and developmentally

appropriate learning environment" (Fisher & Seroussi, 2018, p. 431). Data shows that warm

teacher-student relationship supports deep learning and positive social and emotional

development among students at the preschool age (Schonert-Reichl, 2017). Research also shows

that in a preschool setting that two things need to be the emphasis and they are warmth and

autonomy. Classrooms, where both of these things are present, have the best foundation for

effective classroom management tools (Jones, et al., 2014). Preschools students are more likely

to be considerate, tangible, and dependable when classroom management tools are delivered in a

calm and supportive way.

Preschool students are naturally full of energy. They are like little sponges, wanting to

soak up everything (Foley, 2016). One thing that is used every day in a preschool classroom is

music. Music is embraced and integrated throughout a student's day. Teachers are able to use

music for both academic and as a classroom management tool. Cerniglia (2013) notes when a teacher integrates music into a preschool classroom he or she must be clear about learning objectives and what the students are learning so they are able to explore musically as an additional outcome. Additionally, Foley (2006) noted that the benefits of music and motion are numerous. When music is introduced to students at a young age, they are able to see the wonderful world through music makes the world feel like a less scary place and it helps students better equipped to fully enjoy this world.

Methods

Participants

An action research study was completed in an inclusive preschool classroom located in a rural school district in Iowa. The research was completed in a preschool through second grade elementary building. This building has seventy-eight percent of its overall population qualify for free and reduced lunch. The preschool program meets Monday through Friday for two and a half hours during the school year. The participants are ranging from the age of four to five years old. This action research study has fifteen participants. Within this classroom one-half of the students have an IEP. Out of this same group of students, one-fourth of these students have a Behavior Intervention Plan (BIP). There are four students that are identified with IEP's that have academic goals focusing on Math and Reading. Out of this same group of students, three of them have IEP goals focusing on adaptive behavior and communication goals focusing on speech and language. Out of the seven students on IEP's three of those students have academic goals in reading and math, adaptive behaviors goals, communication goals, and BIP's. Within the classroom, there are four classroom para educators and one certified general education teacher that is also certified as both general education teacher and special education teacher. The IEP students within this

classroom receive all of their specially designed instructional minutes within the classroom with their peers unless they need intents instruction with a speech pathologist. A certified speech pathologist does come into the classroom on a daily to assist those with communication goals during small and large group instruction times. The speech pathologist also teaches a whole group lesson once a week to all students. Students that need extra behavior support are able to come and go throughout the school day as need to accommodate for their behaviors.

Data Collection

The researcher conducted a study to determine what attention grabber would create a clam preschool learning environment. Four different attention grabbers were used during the seven different transitions throughout a four-week period. Data was collected on four different attention grabbers. Data was collected on each attention grabber for a total of seven times a day for five school days each. The four different attention grabbers that data was collected on were call-and-response. For example, teacher says class, students respond yes, yes), melody (melody played from a wireless doorbell), visual signal (turning lights off and on), and interactive countdown (verbally count to five). Only one attention grabber was used at a time. Data was collect on how long it took the whole classroom to become calm (completely quiet and looking at the teacher.) Data was collected during transition times only. Each of the seven-different transition happened at the same time each day. The same paraprofessional recorded data, as the classroom teacher used the attention grabber. Data was recorded using a tally chart to track the number of seconds it took the classroom to become quiet and looking at the teacher in Appendix A.

At the end of each day, the paraprofessional shared the tally chart with the classroom teacher. The classroom teacher then transferred the data into an excel document where all daily

data will be record throughout the study and later the data collected on this document will be developed into tables and figures to show the finding of this study. Students were taught how to appropriately use each attention grabber before it was implemented to large group where data was collected. In addition to the attention grabber being used, the teacher modeled the attention grabber and then gave student the opportunities to practice the attention grabber before data was collect on each attention grabber.

Prior to the implementation of each attention grabber, baseline data was collected on the current attention grabber being used in the researcher's classroom, which was yelling to get everyone's attention. The base line data was collected during the seven transition times for ten days out of two five-day school weeks. The researcher has the same Para educator collect the baseline data during transition times using the same tally chart shown in Appendix A. The baseline data will then be used to compare to the data that was collected during this study. The researcher analyzed the data to determine if a melody attention grabber created a calmer learning environment in the preschool classroom then the uses of other attention grabbers. During the period where baseline data was collected no new attention grabbers were introduce to the classroom.

Findings

Data Analysis

Prior to the implementation of opportunities for the different attention grabbers the researcher collected baseline data to determine the total number of minutes it took for the researcher to get the classroom's attention at the end of the seven different transition times throughout the class period. The table below displays the results before different attention grabbers where introduced to the classroom.

Table 1

Baseline Data Prior to Implementation of Different Attention Grabbers

Week	Day	Average calm time
Week 1	1	39 seconds
	2	54 seconds
	3	86 seconds
	4	34 seconds
	5	36 seconds
Week 2	1	99 seconds
	2	63 seconds
	3	26 seconds
	4	46 seconds
	5	83 seconds

In Table 1 the researcher added up the tallies and averaged the minutes, it took the classroom to calm down for each week. In week one of the baseline data collection showed that on average, it took six minutes and twenty-two seconds to get the classroom to calm down. In week two of the baseline data collected was a little higher at seven minutes and forty seconds.
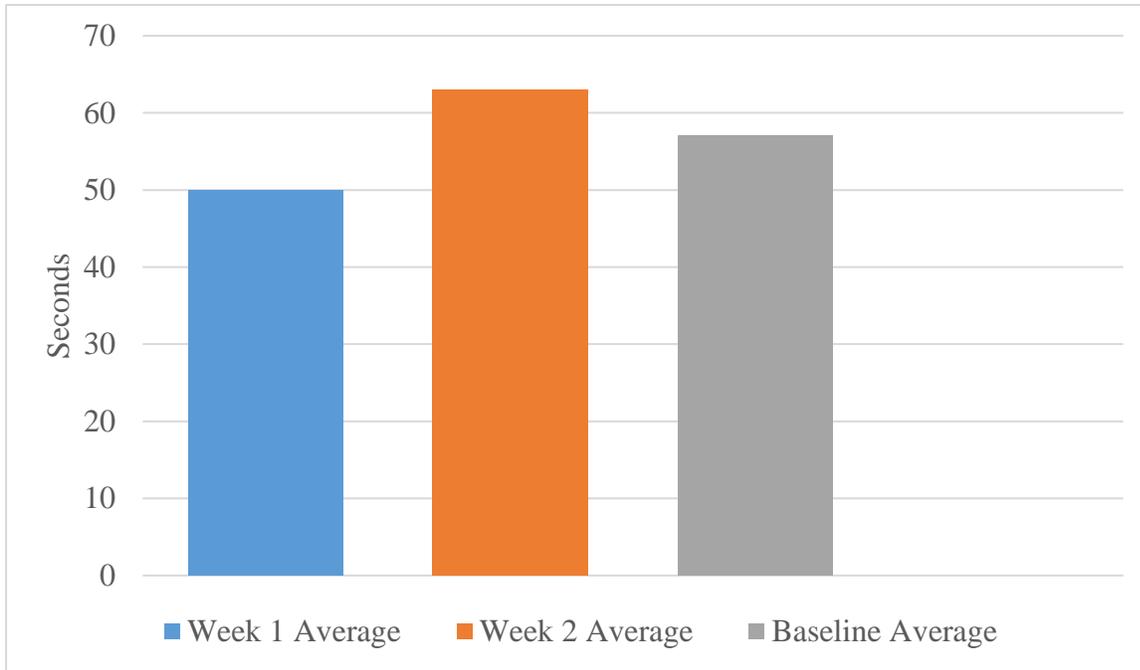
Figure 1. Results of Averages from Week One and Week Two Baseline Data.

Once the two-week baseline data was collected the researcher was then able to start

collecting data on the other four different attention grabbers. During the collection of each

attention grabber the same method was used to collect and record data by the same

paraprofessional for the next eight weeks. At the end of a ten-day collection period the researcher

was able to reflect on the data.

Table 2

Implementation of Different Attention Grabbers

Attention grabber	Day	Time it took to calm class
Call-and-response	1	78 seconds
	2	95 seconds
	3	91 seconds
	4	84 seconds

	5	94 seconds
	6	86 seconds
	7	69 seconds
	8	80 seconds
	9	61 seconds
	10	61 seconds
Melody	1	43 seconds
	2	49 seconds
	3	47 seconds
	4	27 seconds
	5	34 seconds
	6	22 seconds
	7	26 seconds
	8	14 seconds
	9	11 seconds
	10	22 seconds
Visual signal	1	50 seconds
	2	55 seconds
	3	54 seconds
	4	43 second
	5	47 seconds
	6	56 seconds
	7	35 seconds

	8	43 seconds
	9	47 seconds
	10	43 seconds
Interactive countdown	1	77 seconds
	2	78 seconds
	3	70 seconds
	4	73 seconds
	5	77 seconds
	6	75 seconds
	7	61 seconds
	8	63 seconds
	9	69 seconds
	10	52 second

The first attention grabber implemented was call-and-response. The average time for students to calm was eighty seconds. The second attention grabber implemented was melody. The average time for students to calm was thirty seconds. The third attention grabber implemented was visual signals. The average time for students to calm was forty-seven seconds. The final attention grabber implemented was interactive countdown. The average time for students to calm was seventy seconds. At the beginning of each new attention grabber there was an increase in the amount of time it took students to calm down. Figure 2 shown below, displays the results during the eight-week period of the implementation of different attention grabbers.
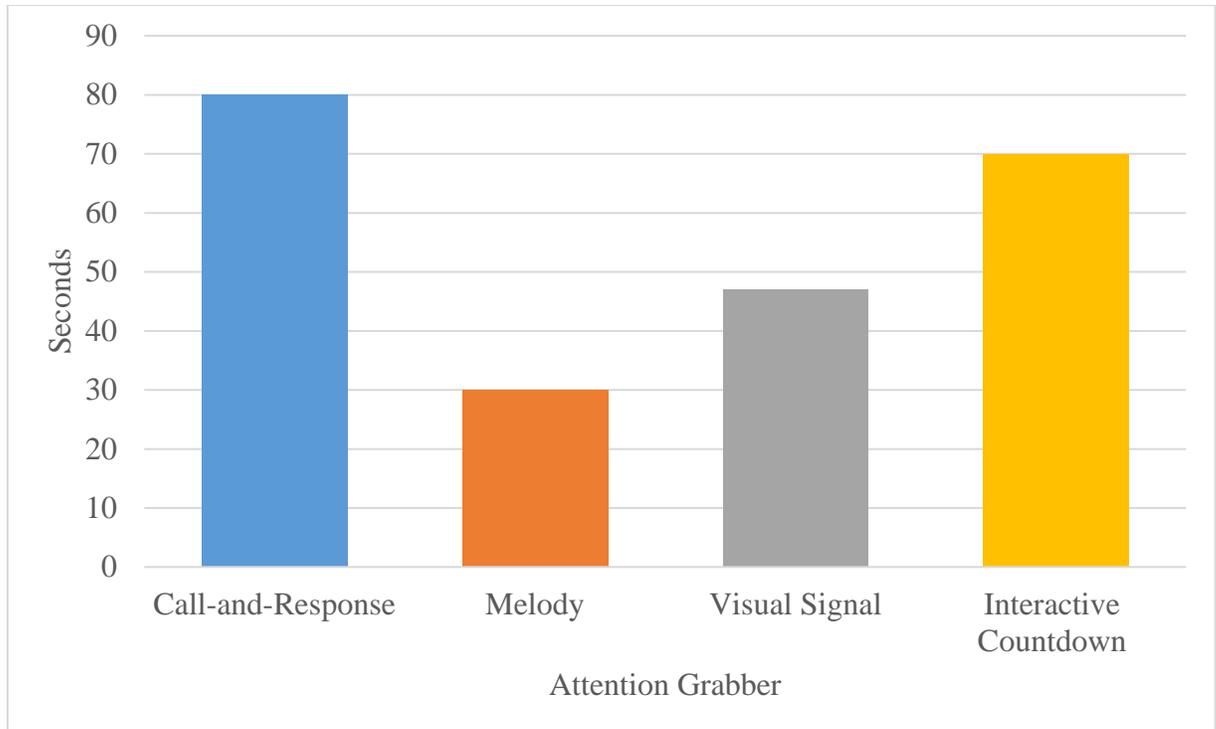
Figure 2. Results from the Implementation of Different Attention Grabbers.

Discussion

Summary of Major Findings

The results from the data indicate that the use of a melody attention grabber created a calmer learning environment over the use of other attention grabbers. Looking at the data in Figure 2 above, the melody attention grabber had a daily average of thirty seconds. The next attention grabber was the use of a visual signal that had a daily average of forty-seven seconds. Interactive countdown and call-and-responds attention grabber had higher daily average calm down times at seventy and eighty seconds. When comparing the baseline data to the data collected during this study it has shown that most attention grabbers but not all attention grabbers were able to calm a preschool classroom quicker than yelling a direction. This study did show that yelling directions and using a call-and-response attention grabber had similar results. The data also shows that attention grabbers that use other senses such has visual and auditory had

quicker calm down data then the use of attention grabbers that used verbal only. The researcher

felt that each attention grabber did what it was intended to do, which was to get the students to

calm down. The researcher does indicate that the participates in this study responded to the

melody attention grabber quicker than other attention grabbers. The researcher believes that

students responded quicker to the melody attention grabber because music is already such a large

part in their everyday classroom.

Limitations of the Study

This study was conducted in only one preschool classroom. The data that was collected

was based on the fifteen participates in one classroom and how that specific group of

preschoolers responded to each attention grabber. If this study was to be conducted again in the

future the researcher would suggest opening the study up to the whole preschool population in a

school district. This would provide the opportunity for more data to be collected and compared to

the different diverse classrooms that can be within one school district. The data would also show

if classrooms with large IEP numbers had higher or lower score. It would also show is higher

IEP number classrooms preferred a different type of attention grabber over others.

This study compared many different attention grabbers which limited the time to

introduce a new attention grabber and to collect data on that attention grabber. Choosing one or

two attention grabbers to introduce and collect data would increase the data collection window.

By only choosing one or two attention grabbers the researcher would still be able to see which

attention grabber calmed the classroom but the data that would be collected would give the

researcher more data to look at. By increasing the data window, the researcher will now have

time to introduce the new attention grabber before the data collecting would begin. The

researcher can also choose which attention grabber would work best for students based on what is developmentally appropriate.

Further Study

If this study was to be furthered the researcher could look more into what attention grabber works best for different age groups. Since this study was only conducted with students at the preschool level it would be interesting to collect data on the same attention grabbers and then compare the data between to the two age levels. The researcher could also choose to conduct a study on attention grabbers that would compare different senses at the preschool age. Since not every student learns the same way, it would be interesting to see what sense was more dominate than the others. Study's on attention grabbers should be conducted on large groups of students within the same age group but not just limited to preschool.

<div align="center">

Conclusion

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This study revealed that a melody attention grabber does foster a calmer learning environment over the use of other attention grabbers in a preschool classroom. This study reinforced the researchers question that a melody attention grabber does foster a calmer learning environment over the use of other attention grabbers. Choosing an attention grabber that is developmentally appropriate is vital in fostering a calm learning environment. A melody attention grabber gives clear expectation. When students heard the melody, they knew that they needed to calm down and wait for direction. The melody attention grabber had the quickest calm down average out of the other attention grabbers tested in this study. When looking at all the attention grabbers used in this study they all have one thing in common and that is to get students to calm down. While they all did accomplish the intended task this age group responded the best to the melody attention grabber.

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Appendix A

Tally chart used to collect data on how many minutes it took for classroom to calm down.

Attention grabber	Day 1	Day 2	Day 3	Day 4	Day 5
Baseline					
Call-and-response					
Melody					
Visual signal					
Interactive countdown					