THE EFFECTS OF USING THE CROSSFIT KIDS PROGRAM ON ACADEMICS AND FITNESS

by

Kate Moran
A Dissertation
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of
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Committee:

_____ Chair

_____

_____

_____ Program Director

_____ Dean, College of Education
and Human Development

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Fairfax, VA

The Effects of Using the CrossFit Kids Program on Academics and Fitness

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By

Kate Moran
Master in Education
University of Virginia, 2001
Bachelor of Arts
The Catholic University of America, 1998

Director: Frederick J. Brigham, Professor
Department of Education

Fall Semester 2014
George Mason University
Fairfax, VA

DEDICATION

This is dedicated to my mother, Patty Moran; my father, Jack Moran; and my step-mom, Cathy Costantino, who have supported and loved me through this journey.

ACKNOWLEDGEMENTS

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Chest to Bar Pull-ups C2B
Dumbbell...DB
Deadlift .... DL
Every Minute on the Minute ....EMOM
Front Squat.. FS
Sit-up Completed on the GHD Bench ....GHD
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Kettle Bell ....KB
Knees to Elbows K2E
Metabolic Conditioning Workout .... MetCon
Muscle Ups ....MU
Overhead Squats ....OHS
Power Clean ....PC
Personal Record ....PR
Push Press ....PP
Power Snatch .... PSN
Pull-ups .... PU
Repetition. One performance of an exercise...Rep
As Prescribed; as Written. WOD done without modifications..................... Rx'd, as Rx'd
Sumo Deadlift High Pull... SDHP
Number of Repetitions. e.g., 3 sets of 10 reps, often seen as 3X10................................ Set
Snatch.. SN
Toes to Bar.. T2B
Workout of the Day ....WOD

ABSTRACT

THE EFFECTS OF USING THE CROSSFIT KIDS PROGRAM ON ACADEMICS AND FITNESS

Kate Moran, Ph.D.

George Mason University, 2014

Dissertation Director: Dr. Frederick J. Brigham

The purpose of this study was to investigate the functional relation of the CrossFit Kids (CFK) program to an increase in level and slope of academic engagement, working memory, time-on-task, and overall physical fitness with four elementary level students with disabilities. The four participants were all students at an elementary school with varying levels of physical fitness, and none of the participants had any experience with the CFK program. The intervention was introduced in a multiple baseline single-subject research design across the participants. The CFK program was implemented as a part of an after school club that contained 10 other same aged students without identified disabilities. Prior to the implementation of the CFK program, baseline data was collected for physical fitness as well as time-on-task variables for a minimum of five sessions for each participant. Dependent Measures for this study included academic engagement, working memory, time-on-task, and physical fitness. Time-on-task was measured

through observation in one of the participant's academic classes, which occurred the following day after the intervention, using an iOS application. Other relevant data was collected through three different pre and posttest measures. Academic Engagement was measured using the Research Assessment Package for Schools (RAPS) questionnaire. Working memory was measured using the Test of Memory and Learning, 2nd Edition (TOMAL-2). Finally, this study measured the change in physical fitness of the participants using three different physical fitness movements: burpees, sit-ups, and jumping rope (singles). A qualitative interview was conducted after the intervention, to participants, three teachers, and one parent to provide insight on the social validity and implementation of the study. Visual analysis including the inspection of the trend, level, variability, overlap, immediacy of effect, and consistency was completed after the data collection to ascertain any correlation to an increase in performance as a result of the treatment.

Overall findings from the study indicate that (a) one out of four students with disabilities in this study increased their academic engagement performance scores on the RAP-SE with three out of the four maintaining performance scores in the Optimal range both pre and post CFK program, (b) four out of four students with disabilities in this study increased their performance scores on the TOMAL assessment after the CFK program, (c) none of four students with disabilities in this study increased their overall time-on-task during intervention as performance levels were high prior to intervention, and (d) three out of four students with disabilities in this study increased their fitness performance on sit-ups, two out of four participants demonstrated an increased

performance for jump rope, and one out of four participants improved on burpees.

Qualitative data collected through interviews upon completion of the CFK program of

the parent, teachers, and participants revealed strong perception of the effectiveness of

the CFK program across all subdomains. Full descriptions of findings are discussed

with respect to future research and the use of CFK with students and its relation to

academics and fitness. Figure 1 illustrates the logic model to support this abstract.

CHAPTER ONE

"The physical and emotional health of an entire generation and the economic health and security of our nation is at stake," Michelle Obama stated at the Let's Move! launch on February 9, 2010 (The White House, Office of the First Lady, para. 6). She has continued her focus on the health of our youth by collaborating with the U.S. Department of Health and Human Services Secretary Kathleen Sebelius and U.S. Surgeon General Regina Benjamin as they announced plans to help Americans lead healthier lives through better nutrition, regular activity, and by encouraging communities to support healthy choices (Office of Public Health and Science Press Office [OPHS], 2010). The First Lady Michelle Obama has made it her mission to ensure that the fight against childhood obesity is on the forefront of this administration's priorities as well, as in our schools, based on concerning research statistics.

Health Reports

The Centers for Disease Control and Prevention (CDC) (2012) reports that childhood obesity has more than tripled in the past 30 years. The percentage of children aged 6 to11 years in the United States who were obese increased from 7% in 1980 to nearly 20% in 2008. Further, the percentage of adolescents aged 12 to 19 years who were obese increased from 5% to 18% over this same period (CDC, 2012; National Institutes of Health [NIH], 2010). The CDC (2012) and NIH (2010) define overweight as having

excess body weight for a particular height from fat, muscle, bone, water, or a combination of these factors. Obesity is defined on the basis of whole body fatness and its relation to health outcomes and cutoff points based on distribution of measurements (e.g., Weight and Body Mass Index) (Krebs, Himes, Jacobson, Nicklas, Guilday, & Styne, 2007; NIH, 2010).

An even more recent study by the CDC further reported that one in two individuals with disabilities is physically inactive (Carroll, Courtney-Long, Stevens, Sloan, Lullo, Visser, Fox, Amrour, Campbell, Brown, & Dorn, 2014). The study concluded that half of the adults with disabilities were physically inactive or had a chronic disease and, when they visited a medical care physician, the majority did not receive a recommendation to exercise or participate in aerobic activity (Carroll et al., 2014). The implications of this study for the public health point to a need for increased activities and exercise for persons with disabilities (Carroll et al., 2014).

The Body Mass Index (BMI) has become the recommended measure for determining childhood obesity, that is, [weight (in kilograms)/height (in meters)] and compares these against growth charts, which take age and sex into account (Krebs et al., 2007; NIH, 2010). Krebs et al. (2007) recommended that individuals with a BMI of $\geq$ 85th percentile but $<95^{th}$ percentile or 30 kg/m^2 (whichever is smaller) be considered overweight. The percentile distributions relative to gender and age in the CDC's 2000 growth charts are what are used when determining childhood obesity (Krebs et al., 2007; NIH, 2010). Ultimately, the more body fat and weight that a person has the more likely

they are to develop heart disease, high blood pressure, diabetes, gallstones breathing problems, and certain cancers (NIH, 2010).

To combat this outcome, NIH (2010) recommends that overweight or obese children and teens work to maintain their current weight and focus on eating healthy and increase physical activity. They suggest the children get at least 60 minutes or more of physical activity every day (NIH, 2010). Behavioral changes such as change in your surroundings, keeping a record, seeking support, and rewarding success are all listed as necessary adjustments to be made for successful health management (NIH, 2010).

Fitness and Academics

Research has also revealed that the benefits of physical activity extend beyond general health improvement to also improve cognitive functions and memory (Castelli, Hillman, Buck, & Erwin, 2007; Hillman, Erickson, & Kramer, 2008; Sibley & Etnier, 2003). The research available related to physical activity and cognition is divided into two categories: physiological mechanisms and learning/developmental mechanisms, according to Sibley and Etnier's (2003) meta-analysis of research. Specifically, their analysis found that learning/developmental mechanisms demonstrated in research found that movement and physical activity provide learning experiences that aided cognitive development; however, they caution that these relationships were correlational in many of the research studies (Sibley & Etnier, 2003).

Physical fitness and academic performance achievement of third and fifth grade students was the subject of Castelli et al. (2007) research, which found, after an examination of 259 public school students, that aerobic activity was positively associated

with achievement. Further, Hillman et al. (2008) found in their review of research that aerobic activity has a positive effect on multiple parts of brain function and cognition. Kamijo, Pontifex, O'Leary, Scudder, Wu, Castelli, and Hillman (2011) found that increases in cardiorespiratory fitness, carried out through a physical activity program, led to improvements in overall response accuracy on an activity developed to manipulate working memory. Current research further supports these findings, as Pontifex, Scudder, Drollette, and Hillman's (2012) study revealed that lower-fit children exhibited poorer overall response accuracy during a task requiring aspects of cognitive control relative to the higher-fit counterparts.

In many of the studies that have been conducted related to physical fitness and increased academic outcomes, few have included students with disabilities (Castelli et al., 2007; Kamijo et al., 2011; Pontifex et al., 2012). Similarly, we see this inequality and lack of investigation in what has occurred in education historically with this special population.

Special Education Gap

Legislation and policy has been put in place over the years, beginning with Lyndon Johnson in 1965 with the implementation of the Elementary and Secondary Education Act (ESEA), to address and investigate the inequalities in our schools. "On January 8, 2002, President Bush signed the federal No Child Left Behind Act of 2001. Among other important features, this legislation dictates that states should publish achievement results separately for racial and ethnic groups and work to alleviate intergroup disparities. Thus for the first time in the nation's history, raising achievement

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levels among racial and ethnic minorities and closing the achievement gaps are explicit goals of the federal policy" (Ferguson, p. 203, 2007).

Each administration has found that there are inequalities in our schools, and there is a significant gap in performance between minority students, students who grew up in poverty, and students who qualified for special education services and the results in performance of their same-aged general education peers (Ferguson, 2007). Although there are many facets to the debate on how to address the achievement gap, could exercise, specifically an aerobic and anaerobic program, help to address that gap? Ferguson (2007), a leader in the discussion about the achievement gap, purports that teacher's need skills and tools in which to differentiate the instruction of their students, on many different levels and styles.

Based on the research reviewed that demonstrates that physical activity leads to an increase in cognitive function and memory, and, in the process, addressing the health crisis the CDC reports our youth to be facing leaving them obese and overweight, we conclude that the gap between our students with disabilities and their general education peers could be positively impacted by participation in a fitness program. CrossFit^{TM}, and specifically the CrossFit Kids (CFC) program, is one program, or tool, that teachers could use with special education students to increase physical activity, and therefore increase cognitive function and memory skills and lead to overall increased health outcomes for youth with disabilities therefore decreasing the achievement gap between special education students and their same-aged peers.

<center>**CrossFit^{TM}**</center>

CrossFit^{TM} is an exercise program that was begun by Greg Glassman (and his wife Lauren Glassman) in 2000. CrossFit is defined as "constantly varied, high intensity, functional movement" with the goal of improving fitness and general preparedness for life (Glassman, p.1, 2007). The program is a broad, general, and inclusive fitness program, which originally gained popularity with the military and wounded warriors, as the program can be performed anywhere and anytime and modified for any ability level. CrossFit in its construction of workouts and programming has included and coined the phrase that it prepares its athletes for "the unknown and the unknowable," which speaks to its aim in programming to put together various physical activities in a varied pattern on a constantly changing basis (Glassman, p. 2, 2007). Athletes will be faced with a different workout on any given day, with a different combination of exercises, with a varied level of intensity, never knowing what they will face when they walk into the CrossFit Gym or "Box" as CrossFitters often call their gym. (Page vi, List of Terminology and Acronyms, displays common crossfit acronyms and their definitions.)

Glassman (2007) describes CrossFit as "the sport of fitness," based on what he calls "evidence based-fitness" (p.2). The methodology behind CrossFit is empirical in nature holding safety, efficacy, and efficiency that can be supported by measureable, observable, repeatable facts, i.e., data (Glassman, 2007). Glassman (2002) also stated that CrossFit's method is unique in its focus on maximizing "neuroendocrine response, developing power, cross-training with multiple training modalities, constantly training and practice with functional movements, and the development of successful diet

<center>6</center>

strategies," (p.1). Glassman has created a community where human performance is measured and publicly recorded against multiple, diverse, and fixed workloads, and is ultimately an open-source program where inputs from anywhere in the world demonstrate fitness and fitness programming (Glassman, 2007).

The Command and General Staff College of the United States Army (2010) conducted the only rigorous research study evaluating CrossFit to date. The purpose of the Army's study was to test the efficacy of the CrossFit fitness program and methodology to an increase in the physical fitness of U.S. Army Soldiers (Paine, Uptgraft, & Wylie, 2010). The study found over the eight-week study that every athlete experienced a 20% increase in his or her work capacity. Further, they noted that even though the athletes did not specifically train for the assessments they were given, the athlete's performance improved on the physical activity assessments by 21.11% (Paine et al., 2010). Another result of the study alludes to one of the characteristics of CrossFit that Glassman spoke of above, specifically, that the generalized training of the CrossFit program prepared the athletes for the unknown and the unknowable, despite the training that was not on specific tasks such as shoulder press, back squat, push-up, and sit-ups. Their performance improved based on the non-specialized training program. Overall, this study demonstrated that the CrossFit program increased the athlete's physical fitness.

CrossFit Kids

CrossFit Kids (CFK) is a program that developed as the CrossFit community grew and there was a desire to work with the children of the adult crossfitters (Rodi, 2007). Cyndi Rodi, a certified CrossFit and CFK trainer and programmer, has been writing

about CFK and its connection to brain function, behavioral changes, and how CFK ultimately is making children stronger, anecdotally, over the years in the *CrossFit Kids Magazine*. The most notable of these pieces and most relevant to this paper is the article that she wrote about the connection between lactate build up and brain function (Rodi, 2009). Rodi (2009) explores the relationship that an excess of lactate build up due to the anaerobic components of a CrossFit workout creates within the human brain and is stored as an alternate source of energy. Further, she points out that research has shown that lactate is the preferential fuel source of the brain under duress (Rodi, 2009). Specifically, she examines the role of the anaerobic components of the CrossFit workouts play in producing a fuel source to our brain and synaptic pathways through the lactate production and ultimate metabolism (Rodi, 2009).. Rodi's (2009) analysis is that the CFK program, particularly the anaerobic components, will boost brain function.

The CFK program was developed with similar beliefs to the adult program; specifically, the program was designed with specific neurological, cognitive, and motor development considerations in place (Rodi, 2007). The CFK program takes place in a small group setting and provides children and adolescents with measurable results and encourages them to keep a record of their results. An important component of the CFK community is the support that each group member provides to the other athletes. High fives, fist bumps, and cheering can be seen and heard in any CrossFit box or at any CrossFit competition.

The CFK workouts increase physical competence and can be tracked in 10 fitness domains: cardiovascular and respiratory endurance, stamina, strength, flexibility, power,

speed, coordination, agility, balance, and accuracy. CFK tailors workouts so that each participant is challenged just enough to deliver measurable results and personal athletic progress (Rodi, 2007). Ultimately, success for every CrossFitter, adult or child, is displayed proudly on the white boards that are a fixture in every CrossFit box. After finishing a workout of the day (WOD), CrossFitters record their scores, and records are held on the white board.

Reflecting back on the findings reported by NIH (2010), CrossFit and CFK have all of the markers of successful health management, changing surroundings (constantly varied), keeping a record (personal notes and the white board), seeking support (community of CrossFit), and rewarding success (cheering and tracking success of the athletes).

The aforementioned investigations demonstrate the potential of the CFK program on increase in academic engagement, working memory, time-on-task, and physical fitness for students with disabilities. The need for additional research in evidence-based practices that addresses students with disabilities and improvements in academics and fitness is illustrated in the logic model for this study (see Figure 1). Proximal outcomes aim to improve physical fitness, a positive attitude toward exercise, and improved focus on tasks and directions in order to achieve the distal outcomes and long-term objectives of an improved attitude toward school and improved performance at school (see Figure 1).

Target Population

Intervention

Proximal Outcomes ——— Distal Outcomes

Elementary Aged students with disabilities

CrossFit Kids (CFK) fitness program

Improved physical fitness output

Positive attitude toward exercise

Improved focus on tasks and directions

Improved attitude toward school

Improved performance in school

Sample descriptors:
a. Basic Demographics
b. Eligibility identification/grade level
c. Identified Disability
d. Male/Female
e. Race
Independent Variable:
A: A vs. B Multiple Baseline Design
B: CrossFit Kids (CFK) Program
Dependent Variables:
a. Academic Engagement
    • RAPS-SE
    • RAPS-TE
b. Time On Task
    • Observation using iOS application
c. Working Memory (TOMAL)
d. Physical Fitness (6 Movements)
e. Qualitative Questionnaire

Potential moderators:
a.Setting
b.Personal and Family Characteristics
c.Other sport involvement
d.Changes in Diet
e.Changes in medication
f.Peer attitudes
g.Food consumed
h.Time of Day
i.Home environment or events
Specific Fidelity:
Measuring—event data,
interval data, duration data

Figure 1. Logic Model. The logic model describes the target population (elementary-aged students with disabilities), intervention (CFK program), proximal outcomes (improved physical fitness output, positive attitude toward exercise, improved focus on tasks and directions), and distal outcomes (improved attitude toward school and improved performance at school) that guided the design of this study.

Delimitations

The delimitations of a study are those characteristics that limit the scope of the inquiry as determined by the conscious exclusionary and inclusionary decisions that were made throughout the development of the proposal. In this study, the choice of the research questions limits the scope of inquiry to examining elementary aged students with disabilities. This study does not examine preschool, middle, or high school aged students

with disabilities. This study does not examine the use of the exercise program with general education students. Finally, this study examines the CFK program with students with disabilities; it does not examine other exercise programs or activities with students with disabilities.

This study is also delimited by the characteristics of its research design. Single-subject research design, by nature, struggles with aspects of external validity and the ability to generalize to results to a larger population (Gast, 2010). The inclusion of students with disabilities in exercise programs, and increasing their academic engagement, working memory, time-on-task, and physical fitness were the overriding goals of this study, as described in the Logic Model (see Figure 1).

Research Questions

The research conducted in the area of academic engagement and the use of fitness in overall health benefits including increased academic outcomes has been discussed; however, rigorous research related specifically to the use of CrossFit and CFK has been lacking. A more thorough literature review will address and answer the following questions:

1. What types of interventions have been conducted related to the use of a fitness program and academic/behavioral outcomes for students with special education needs?

2. What samples of children have participated in studies related to the use of a fitness program and academic outcomes?

This study will contribute to the research on scientifically based interventions that support the inclusion individuals with disabilities, e.g., Autism and Specific Learning Disabilities, in the community. Specifically, this study will address the following questions:

1. Will teaching CFK program result in an increase in level and slope in academic engagement when provided with a 88-item questionnaire (RAPS-SE) designed to measure student engagement in school, students beliefs about themselves, and their perceptions of interpersonal support for the four participants?

2. Will teaching the CFK program result in an increase in level and slope of working memory as demonstrated on pre- and post-intervention assessment of each of the participants?

3. Will teaching the CFK program result in an increase in level and slope of on-task performance in the academic setting as demonstrated by classroom observation of each participant the following day after the intervention has been conducted?

4. Will the CFK program lead to an increase in level and slope of the physical fitness of the participants as measured by the benchmark fitness movements: burpees, sit-ups, and jump rope (singles)?

Definition of Terms

In order to increase internal validity and potential replication of this study, terms were operationalized. Operationalized definitions of commonly used terms in this study can be found below.

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Academic Engagement: For the purpose of this study, academic engagement is defined

as the extent to which children are interested in and enjoy learning. Further, we

define academic engagement as students' willingness to participate in routine

school activities, such as attending classes, submitting required work, and

following teachers' directions (Chapman, 2003).

Autism: For the purpose of this study, participants were identified as having autism if

they met the federal definition of the disability under the Individuals with

Disabilities Education Improvement Act of 2004 (IDEA) (2004). According to

IDEA, "*Autism* means a developmental disability significantly affecting verbal

and nonverbal communication and social interaction, generally evident before age

three that adversely affects a child's educational performance. Other

characteristics often associated with autism are engagement in repetitive activities

and stereotyped movements, resistance to environmental change or change in

daily routines, and unusual responses to sensory experiences" (§300.8 (c)(1)(i).

Under this definition, "autism does not apply if a child's educational performance

is adversely affected primarily because the child has an emotional disturbance"

(§300.8 (c)(1)(ii) and "a child who manifests the characteristics of autism after

age three could be identified as having autism if the criteria in paragraph (c)(1)(i)

of this section are satisfied" (§300.8 (c)(1)(iii).

CrossFit[TM]: For the purpose of this study, CrossFit is defined as constantly varied,

functional movement carried out at a high intensity. CrossFit results in an

increased work capacity across broad time and modal domains.

CrossFit Kids (CFK): For the purpose of this study, CrossFit Kids is defined as

    constantly varied, functional movement carried out at a high intensity with

    specific adjustments and modifications made to address the needs of children and

    teens.

Specific Learning Disability: For the purpose of this study, participants were identified

    as having a specific learning disability if they met the federal definition of the

    disability under IDEA (2004). According to IDEA, "*Specific Learning Disability*

    means a disorder in one or more of the basic psychological processes involved in

    understanding or in using language, spoken or written, that may manifest itself in

    the imperfect ability to listen, think, speak, read, write, spell or do mathematical

    calculations, including conditions such as perceptual disabilities, brain injury,

    minimal brain dysfunction, dyslexia, and developmental aphasia" (§300.8 (c)(10).

    Under this definition, "specific learning disability does include learning problems

    that are primarily the result of a visual, hearing or motor disabilities, or mental

    retardation, of emotional disturbance, or of environmental, cultural, or economic

    disadvantaged" (§300.8 (c)(10)(ii).

CHAPTER TWO

This section is divided into four sections. The first section is an overview of the literature on fitness and performance. The second section is an overview of the literature on fitness and academics. The third section is an overview of the literature on fitness and behavior. The final section presents a summary of the literature on fitness and students with disabilities.

The Science of Fitness

CrossFit, stated simply as the sport of fitness, uses components such as whiteboards, record keeping, and camaraderie to spur a competitive nature that increases the intensity of the participants. Using whiteboards as scoreboards, keeping accurate scores and records, running a clock, and precisely defining the rules and standards for performance not only motivate unprecedented output but derive both relative and absolute metrics at every workout (CrossFit, Inc., 2012). CrossFit's prescription of constantly varied, high intensity, functional movements collectively lead to a high output of power. They go on to say that this power is the definition of intensity, and intensity is the independent variable most commonly associated with maximizing favorable adaptation to exercise. Ultimately, what they have found is that CrossFit increases work capacity across broad time and modal domains.

CrossFit's practice of publicly posting daily workouts on the Internet has evolved into a community where human performance is measured and publicly recorded against multiple, diverse, and fixed workloads. They describe CrossFit as an open-source engine where inputs from any quarter can be publicly given to demonstrate fitness and fitness programming, and where coaches, trainers, and athletes can collectively advance the art and science of optimizing human performance (CrossFit, Inc., 2012).

Fitness and Performance

Recent studies have shown that the resting brain utilizes mainly glucose as its energy source for power and functionality, and that this glucose uptake decreases as the intensity of exercise increases (Kemppainen, Aalto, Fujimoto, Kalliokoski, Langsjo, Oikonen, Rinne, Nuutila, & Knuuti, 2005). Kemppainen et al. (2005) found that lactate most likely replaced the glucose decrease during high intensity exercise and the neurological functioning was maintained by using the lactate for the increase energy needed to sustain the exercise. Quistorff, Secher, and Van Lieshout (2008) reported similar findings that the lactate uptake to the brain during extensive physical activity provided fuel to power the brain activity, rather than glucose, during exercise. This study further substantiated that the brain at rest released small amounts of lactate; however, as the intensity of exercise increased, so did the use of lactate as power to the brain.

This increase in lactate energy and power has been shown to increase the synaptic functioning within the brain (Schurr, West, & Rigor, 1988; Wyss, Jolivet, Buck, Magistretti, & Weber, 2011). These studies found that the metabolism of the lactate was

activity dependent and that the lactate was readily metabolized with activity at an increased intensity level.

Caterino and Polak (1999) determined that there was a relationship between physical activity and concentration with 2nd, 3rd, and 4th grade students, using the Woodcock-Johnson Test of Concentration. Children from each grade were randomly assigned to two different treatment groups, classroom activity, and physical activity (Caterino & Polak, 1999). The classroom activities were part of the teacher's approved lesson plans, and the physical activities were 15 minutes of stretching and aerobic walking; both groups were then immediately taken to the library and the Test of Concentration was administered (Caterino & Polak, 1999). The results yielded from this study indicate that the group involved in the physical activity had significantly higher concentration scores than those in the classroom activity group (Caterino & Polak, 1999).

Fitness and Academics

Although widely debated, the connection between physical fitness activities and improved academic outcomes for students has not been conclusively recognized (Blom, Alvarez, Zhang, & Kolbo, 2011). Using a sample of 2,992 public school children in grades 3 through 8, the 2011 study demonstrated results that were statistically significant between the fitness and a positive correlation on standardized test scores in Language Arts and Math, with a decrease in overall school absences (Blom et al., 2011). Using the Fitnessgram software, which is a physical fitness test that determines participants overall fitness level, and combining it with a specific physical fitness curriculum, the study revealed positive outcomes for students academically through the use of the combined

activities (Blom et al., 2011). Overall, the study revealed that the students who were involved in more physical fitness activities demonstrated higher test scores with fewer absences (Blom et al., 2011).

Another study also used the Fitnessgram software and found that there was a strong correlation between fitness and academic performance (Van Dusen, Kelder, Kohl, Ranjit, & Perry, 2011). The study utilized a large sample (254,743) of elementary, middle, and high school children and adolescents, and looked at their physical fitness and attempted to quantify its relation to mathematics and reading academic achievement scores (Van Dusen et al., 2011).All five fitness markers evaluated in the study had a positive linear association with the academic test scores (Van Dusen et al., 2011). Further, cardiovascular fitness demonstrated the highest difference, followed by strength and flexibility (Van Dusen et al., 2011). The study findings indicate that students would benefit academically from a high intensity fitness program.

The previous studies have demonstrated the positive correlation between fitness and academics for a large number and type of child and adolescent. A recent study (2013) took this correlation and investigated specifically Hispanic elementary school children to determine if there was a similar correlation (Santiago, Roper, Disch, & Morales, 2013). The purpose of this study was to examine the relationship between fitness and academics for 155 Hispanic school children (84 boys and 71 girls) (Santiago et al., 2013). The study found a significant positive correlation between fitness and math performance for girls, and further research was suggested to continue to investigate this correlation between the combined groups of Hispanic students (Santiago et al., 2013).

Finally, another earlier study demonstrated results that found the correlation between physical activity and academic achievement to be weak, and states that the increased academic performance has a more indirect relationship due to improved physical health and self-esteem (Tremblay, Inman, & Willms, 2000). A total of 5,146 students completed a questionnaire and had also participated in standardized tests administered in the city (Tremblay et al., 2000). The study looked at students' responses to questions related to fitness engagement, self-esteem, BMI, as well as their mathematics and reading scores (Tremblay et al., 2000). Their results demonstrated that self-esteem was significantly related to activity levels, and that increased fitness activity led to improvements in self-esteem (Tremblay et al., 2000). Increased physical activity, however, did not have a strong relationship to academic achievement in mathematics and reading, but a slightly lower BMI was noted as a result of the physical activity (Tremblay et al., 2000). A more specific assessment that evaluates the quantity and quality of the physical activity could assist in further understanding the correlation between physical activity and academics (Tremblay et al., 2000).

Fitness and Behavior

Involvement in exercise is a key strategy in preventing secondary health problems that stem from inactivity (Jones, Walley, Leech, Paterson, Common, & Metcalf, 2007). Students with disabilities often struggle with physical, mental health, and behavioral outcomes due to this inactivity, and research has demonstrated that exercise can have a positive impact on these behavior areas (Jones et al., 2007). Following a 16-week exercise program, which incorporated "rebound therapy," walking, swimming,

hydrotherapy, and team games with a group of eight individuals with intellectual disabilities, the study found that those students participating in the exercise program demonstrated a decrease in frequency of challenging behaviors (Jones et. al).

In another study, Lopez-Williams, Chacko, Wymbs, Fabiano, Seymour, Gnagy, Chronis, Burrows-MacLean, Pelham, and Morris (2005) examined athletic performance and its relation to peer acceptance and overall social behavior for students with ADHD. The study found that the better the child performed athletically the more socially accepted the child was and therefore led to improved social behavior (Lopez-Williams et al., 2005). Positive and negative behaviors were evaluated in this study as well as their impact on social acceptance; however, the addition of the athletic performance was a unique addition (Lopez-Williams et al., 2005). Further, the study examined primarily male students and it was suggested that further examination of behavior and fitness with female students should be considered for future research (Lopez-Williams et al., 2005).

The Bass, Duchowny, and Llabre (2009) study investigated the use of therapeutic horseback riding therapy and its effects on the social functioning of students with autism. They examined the use of the therapeutic exercise program with a group of 34 students diagnosed with autism over a 12-week time period, as well as one post treatment session (Bass et al., 2009). Overall, the participants were found to have made improvements in the areas of sensory integration as well as attention (Bass et al., 2009). Further in its recommendations for future study, they suggested an increase in length and number of sessions to assess whether greater improvements and behavioral gains would have been exhibited as a result of the therapeutic exercise intervention (Bass et al., 2009).

An earlier study in 1994 was conducted, looking at the relationship between vigorous aerobic activity and maladaptive and stereotypical behaviors of individuals with autism and mental retardation (Elliot, Dobbin, Rose, & Soper, 1994). Although the individuals involved in this study were adults, the results are still useful to the purposes of this study as they determined a positive behavioral outcome for the participants with disabilities after engaging in aerobic activity (Elliot et al., 1994). The study defined vigorous aerobic activity by an increase in heart rate (above 130bpm) of the participant for a total of 20 minutes, for a total of five sessions (Elliot et al., 1994). After the exercise sessions, the participants were observed in their vocational activities to assess whether a decrease in stereotypical and maladaptive behaviors had occurred (Elliot et al., 1994). Using a controlled environment, the study revealed that there was a significant reduction in undesirable behaviors after the vigorous aerobic activities (Elliot et al., 1994). There was not, however, a notable reduction with general motor activities, which seems to indicate that the use of the vigorous exercise is critical to reduce the maladaptive and stereotypic behaviors in individuals with autism and mental retardation (Elliot et al., 1994).

Fitness and Students with Disabilities

Current research has identified a need for exercise and aerobic activity to promote positive healthy outcomes for individuals with disabilities. The CDC's Morbidity and Mortality Weekly Report included in the key points within the study that individuals with disabilities who are inactive are 50% more likely to have a chronic disease like diabetes, stroke, heart disease, or cancer than those with disabilities who were active (Carroll et al.,

2014). The study notes that of those individuals who do not yet have a chronic disease, 5.4 million are missing the opportunity to fend off these diseases through exercise (Carroll et al., 2014). Ultimately, if the individuals with disabilities are not being recommended to exercise by physicians and care givers, their overall health is in jeopardy.

Current research supports the need for the use of fitness activities with students with disabilities. A 2010 study examined the gross motor performance of children with psychiatric disorders (Emck, Bosscher, Van Wieringen, Doreleijers, & Beek, 2010). Specifically, the study collected data on 100 children, 38 males and 14 females, ages 6 to 12 years old, with a range of psychiatric disorders including emotional disorders (depressive disorder), behavioral disorders (ADHD, oppositional defiant disorder, and/or conduct disorder), and PDD. The participants' gross motor performance was measured using the TGMD-II, which entails two subtests, locomotion and object control, using six separate skills (Emck et al., 2010). Findings revealed a developmental delay of approximately three years for both locomotion and object control in students with psychiatric disorders as compared to typically developing children (Emck et al., 2010). The study suggests the need for activities that build gross motor performance, such as exercise and fitness, in students with psychiatric disorders, regardless of the specific type of disorder (Emck et al., 2010).

Physical fitness and obesity and its relation to adolescents with intellectual disabilities was the topic of a 2012 study (Salaun & Berthouze-Aranda, 2012). The study investigated health-related fitness in adolescents with intellectual disabilities and

compared their performance on fitness activities according to the degrees of obesity (Salaun & Berthouze-Aranda, 2012). Eighty-seven French adolescents with Intellectual Disabilities performed the EUROFIT fitness test battery, and their study concluded that the those students demonstrating low physical fitness had a higher prevalence of obesity and therefore could worsen social participation and overall health status (Salaun & Berthouze-Aranda, 2012). This study revealed some limitations to using the EUROFIT program as a good assessment tool for the student's physical fitness performance, and it was suggested that another battery or type of test should be used for future research (Salaun & Berthouze-Aranda, 2012).

In 2005, a study was conducted that examined the effectiveness of a fitness program with a heterogeneous group of nine children, 5 to 9 years old, with physical or developmental disabilities (Fragala-Pinkham, Haley, Rabin, & Kharasch, 2005). The fitness program took place over a 14-week period and was held two times a week, and was followed by a 12-week home exercise program. The study found that a group exercise program of strength and endurance would be a safe and feasible option for students with disabilities (Fragala-Pinkham et al., 2005). By examining areas of strength, self-perception, functional and gross motor abilities, and overall fitness, the study suggests further research to evaluate the effectiveness of group fitness programs with students with disabilities as there is an overall limited number of fitness programs available for children with disabilities (Fragala-Pinkham et al., 2005). Ultimately, changes in function, strength, and walking efficiency may be possible following a twice-weekly strength and endurance program (Fragala-Pinkham et al., 2005).

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Continuing this work in fitness and students with disabilities, Lewis and Fragala-Pinkham (2005) determined the effectiveness of a home exercise program with a 10.5-year-old girl with Down syndrome. The study took place five to six days per week for 30 to 60 minutes for six weeks, of moderate to high-intensity exercise (Lewis & Fragala-Pinkham, 2005). The study found that there were changes in cardiovascular variables, and recommended further research using a larger group of children with disabilities, as well as a longer duration than 10 to 12 weeks (Lewis & Fragala-Pinkham, 2005).

A pilot study conducted in 2008 examined the impact of a community-based exercise program in children and adolescents with disabilities and ultimately found the after-school program to be effective in helping children and adolescents with disabilities improve their fitness as a result of the program (Oriel, George, & Blatt, 2008). The study recognized the need for further research to address the effects on social interactions and studying the effects of fitness on children and adolescents (Oriel et al., 2008). This study primarily was a heterogeneous group of 18 children and adolescents with cognitive and/or physical disabilities and the study took place over an eight-week after-school program. One of the limitations that the study uncovered was the length of time and intensity of the exercise program, and suggested the need for future research that would increase the frequency of the exercise as well as increasing the amount of days per week (Oriel et al., 2008). The study also addressed the self-concept of children and adolescents; however, their results did not demonstrate a significant result and suggested further research to address this issue (Oriel et al., 2008). The final area that the study examined was social skills for the participants. This too did not obtain statistically

significant scores; however, they did obtain anecdotal information from the parents and staff working with the fitness program and suggested that a more structured qualitative data collection be implemented in future research (Oriel et al., 2008). Overall, the study revealed that students made slight improvements over the eight-week period, and though improvements in self-concept and social skills were not statistically observed, informal anecdotal perceived improvements were reported, suggesting further research in this area (Oriel et al., 2008).

Summary

The review of literature presented in this chapter summarizes the critical areas of research that guided and supported the current study. Existing research, although limited, affirms that students with disabilities can participate in physical fitness activities and positive social and academic outcomes can occur as a result. Further, the studies demonstrate that physical activity leads to an increase in academic engagement and positive social outcomes, working memory and academics, behavior and time-on-task, and overall physical fitness. In view of recent findings by the CDC and federal education laws, more evidenced-based interventions are needed to ensure continued opportunities for inclusion of students with disabilities as a means of addressing the current health crisis our students are facing.

CHAPTER THREE

This chapter presents the methodology for the research study, examining the effects of the CFK program on academics and fitness on students with disabilities. The descriptions of the human participants protection and informed consent; participants and setting research designs and validation of interventions; dependent variable and independent variables; data collection systems; research materials and procedures for the baseline and treatment phases of the study; reliability of treatment and scoring; social validity; and the proposed data analyses are included.

Sample

This section addresses the protection of human participants, description of the participants, and the research setting. The term *participant* is used to describe individuals who were direct subjects of the research procedures. Others involved in this study were described based on their professional titles and/or nature of their engagement in the study, such as independent observer, certified instructor, instructor, and researcher.

Protection of human participants and informed consent

The Human Subjects Review Board at George Mason University (GMU) reviewed and approved all methods and procedures for this study to ensure the rights and welfare of the study participants. Permission was then obtained from the school division and school. The parents and/or guardians of the student participants were also informed

of the study and how their child would be involved. They were provided with consent

forms granting permission for their child to participate in the study. Appendix A and

Appendix B contain the parent consent and the student assent forms used. Appendix C is

the waiver and consent form for the after-school club.

Participants

All participants were screened for the following inclusion criteria: (a) difficulty

focusing on tasks for extended periods of time, (b) behavioral supports in place either at

home or school to support the student, and (c) able to follow two- to three-step directions.

Students had to be in the first through third grade and had to have an active Individual

Education Plan (IEP) in place. The research study participants were selected by the

school social worker, who inquired and reached out to the participant's parents about the

after-school club. Previously, an email had been sent out to special education teachers

within the school; however, there were no participants who were identified. Ultimately,

the participant's parents were all called and the study requirements were discussed with

them, as well as a signed consent form obtained from each of the participant's parents,

and a signed assent form was obtained from each of the students. The researcher met

with each teacher who would be impacted by the study to discuss the purpose of the study

and the classroom requirements (i.e., that an observer would be in their classroom on

Monday and Wednesday's for a short time period for the classroom observation).

Antonio. Antonio was an 8-year 5-month-old Hispanic bilingual male at the start

of this research study. He was initially found eligible for special education services in

March 2009, as a student with speech/language impairment. He was found continued

eligible for services in January 2011; however, in August 2012, this category was changed to Autism with secondary identification of specific learning disability and speech/language impairment. This re-evaluation was recommended due to difficulties Antonio was experiencing in all academic areas as well as learning the class routines and relating with his peers. Antonio lived with his mother, father, and sister in an apartment and spoke two languages: Spanish (first language and home language) and English. Antonio was a fluent speaker in both English and Spanish, although it should be noted that he gets confused in both languages.

At the time of eligibility, Antonio passed the hearing screening and articulation of speech; voice and fluency of speech were all in the normal limits. However, expressive language and language structure were in the low/moderate range. Further, Antonio had difficulty with the area of recalling sentences, which indicated poor immediate memory. Antonio was performing on grade level in the areas of math and reading, yet continuing to need assistance with completing tasks and peer relations. Antonio needed redirection to stay on task and to complete assignments, and struggled with changes to the schedule or routine. Antonio had a behavior plan in place with a reward and color system. Antonio did not achieve adequately for his age or meet state-approved grade level standards in the area of oral expression, listening comprehension, and reading comprehension.

Antonio's IEP provided information on the present levels of performance in the areas of reading, math, writing, communication, personal management, and speech/language. Strengths were noted that, when engaged, Antonio participates and

completes work with no more than five reminders, and he has demonstrates strong arithmetic skills. Areas of need were noted in reading, specifically, reading comprehension such as identifying the main idea, problem and solutions and retelling events of the story. Writing areas of need were in organization and including details related to the topics. Receptive and expressive language was also noted as an area of need.

Observed behaviors, which impeded Antonio's learning and that of his peers, included emotional distress, feeling anxious, angry, and upset. Social/behavioral counseling through a school support member as well as a behavioral contract with accommodations worked best to address the behavioral needs of Antonio. Goals within the IEP were in the areas of expressive/receptive language story retelling, following and explaining directions, listening, identifying the main idea and problems and solutions in reading, and a writing and editing goal.

Antonio received 30 minutes of speech and language therapy once a week and 30 minutes of social skills therapy once a week, as well as 30 minutes daily of writing and reading special education services in the general education setting as part of his IEP. Antonio is able to access the general education curriculum with support from the special education and general education teachers. The student also takes medication to address academic and behavioral needs.

Antonio is provided as part of the instructional and testing/assessment process equal opportunity to access the curriculum and demonstrate achievement through the following accommodations. Antonio uses graphic organizers, highlighting of directions

and important details, and is provided step-by-step instructions. Antonio also uses a daily schedule and agenda between the school and home. When testing, assistance with directions (i.e., simplifying/clarifying directions), flexible schedules (including breaks during testing and multiple test sessions across multiple school days), and tests are modified.

      Benito. Benito was an 8-year 3-month-old Hispanic bilingual male at the start of this research study. He was initially referred for special education services in January 2011, however, was not found eligible at that time as the team did not identify an adverse effect on the students educational performance, specifically in the area of speech/language impairment. However, in January 2012, Benito had been re-referred for evaluation as at that time the student was exhibiting social anxiety, parallel play, engaged in hand flapping, clicking, humming, shouting, and repeating oral responses. Benito was found eligible for special education services as a student with Autism. Benito lived with his mother and father in an apartment and spoke two languages: Spanish (first language and home language) and English. Benito was a fluent speaker in both English and Spanish.

      At the time of eligibility, Benito was performing within normal limits on reading, writing, and mathematics, although listening comprehension was measured to be slightly lower than expected for his age. Benito demonstrated strong phonetic skills when reading spelling words compared to same-aged peers. He had relative difficulty on comprehension tasks, especially inferential questions. When writing, Benito could write individual words or dictated sentences, but spontaneous writing was difficult.

Benito demonstrated difficulty choosing and executing steps to solve word problems. Benito was described as shy, but more outspoken in the home. When talking with others, he tends to change the topic in the middle of the conversation, and interpersonal skills were noted as an area of need as he demonstrated passivity within social interactions. Behaviorally, the specialists noted hand flapping and rocking during observations, and that he had difficulty following anything more than two-step directions.

Benito's IEP provided information on the present levels of performance in the areas of reading, math, writing, communication, personal management, and speech/language. Strengths were noted that, when engaged in an activity of interest, Benito participates and works efficiently to finish a task and his handwriting is very neat. Areas of need were noted in behavior, specifically handling emotions and social situations. Benito's behavior was noted as very inconsistent during classroom activities, and, often times, he would put his head down and refuse to work. In some situations, Benito has even run away when a teacher is talking to him or cries and yells. On other days, Benito would hug the teacher and be very cooperative.

In reading, Benito had difficulty identifying the main idea and needed several prompts and visual aids in order to identify the problem and solution to a story. Writing areas of need were linked to choosing subjects to write about and needs teacher support and graphic organizers to produce a piece of writing. Benito has difficulty with math concepts related to reasoning and using comprehensive strategies to complete higher

level thinking tasks. Receptive and expressive language was also noted as area of need. Goals within the IEP were in the areas of writing, behavior, reading, and math.

Benito had a functional behavioral assessment (FBA) with a behavioral intervention plan (BIP) in place. The FBA revealed target behaviors of screaming and crying, pushing and throwing objects. These behaviors were identified to be avoidance and behaviors to assist the student in escaping classroom tasks. Initially, when frustrated, Benito may cross his arms, his body may shake, lick his fingers and rub his eyes, kick his legs or pout. The FBA noted that upon seeing these behaviors, it may be necessary to intervene in order to prevent further escalation of inappropriate behaviors. Supports in place through the BIP utilize a break card, a sensory object, take a deep breath, squeeze hand, and count to 10 when he begins to display any of the aforementioned behaviors. A reinforcement system was in place as well to further support positive pro social behaviors. Sensory stimulation objects were also utilized such as a texturized pencil grip, small stuffed animals, rubber bands, and/or weighted lap disk.

Benito received 30 minutes of social skills therapy once a week, as well as 30 minutes daily of math, reading, and special education services in the small special education setting as part of his IEP. Benito is able to access the general education curriculum with support from the special education and general education teachers.

Benito is provided as part of the instructional and testing/assessment process equal opportunity to access the curriculum and demonstrate achievement through the following accommodations. Benito utilizes graphic organizers, highlighting of directions and important details, and is provided step-by-step instructions. When

testing, assistance with directions (i.e., simplifying/clarifying directions), flexible schedules (including breaks during testing and multiple test sessions across multiple school days), and a small group setting is provided.

Carlos. Carlos was a 9-year-old Hispanic bilingual male at the start of this research study. He was initially found eligible for special education services in February 2010, as a student with speech/language impairment. He was found continued eligible for services in August 2013 as a student with a specific learning disability due to continued weaknesses in the area of processing and phonological awareness. Carlos lived with his mother, father, older and younger brothers, and spoke two languages: Spanish (first language and home language) and English. Carlos was a fluent speaker in both English and Spanish; however, was not displaying dominance in either language. Carlos' performance suggests that Spanish is his dominant language.

At the time of eligibility, Carlos was a compliant student that tried his best to complete work. However, Carlos was described as showing very little excitement in any area at school, and was described as a shy student. His communication difficulties were the main focus, as they appear to be impacting all academic areas. Problem solving, reasoning, and visual processing abilities are in the average range. Carlos did demonstrate weaknesses in short-term memory, working memory, and phonological skills. Math was noted as an area of strength for Carlos. Carlos did not achieve adequately for his age or meet State approved grade-level standards in the area of oral expression, listening comprehension, written expression, reading fluency skills, reading comprehension, and basic reading skills.

Carlos' IEP provided information on the present levels of performance in the areas of reading, math, writing, and communication. Strengths were noted that he works hard in math class. Carlos was currently working on grade level in math and was able to identify place value digits up to six places, round to the 10s, 100s, and 1000s. He was able to add and subtract two-, three-, and four-digit numbers. Areas of need were noted in reading, specifically using reading strategies when he comes to words he does not know, and difficulty with the reading and spelling homework assigned for the class. Completing reading work independently was difficult for Carlos and often times he would work with a partner. When writing, Carlos could write his thoughts and come up with ideas; however, he often missed end sounds and was not consistent with punctuation and capitalization rules. Carlos has difficulty with short and long vowel sounds, he reverses b and d letters, and often stops and starts when completing writing activities. Receptive and expressive language was also noted as an area of need.

Carlos was noted to be a shy, quiet student, and was receiving services in the area of expressive and receptive language. Therapy focused on labeling various vocabulary words, as Carlos often appears to know the vocabulary however cannot coordinate all of the sounds to produce the correct words. This deficit in acquiring semantics affects his ability to communicate his ideas in a meaningful way. Further, his deficits in constructing the components of a sentence accurately as well as manipulating sounds to form words, sentences, and conversations affect his ability to express his ideas clearly in words, sentences, or in conversations during various classroom activities.

Carlos received 30 minutes of speech and language therapy once a week and 30 minutes of social skills therapy once a week, as well as 30 minutes daily of writing and reading special education services in the small special education setting as part of his IEP. Carlos is able to access the general education curriculum with support from the special education and general education teachers both in the general education classroom as well as the small special education setting.

Carlos is provided as part of the instructional and testing/assessment process equal opportunity to access the curriculum and demonstrate achievement through the following accommodations. Carlos utilizes graphic organizers to pre plan writing activities, and is allowed additional wait time when responding. Carlos is read materials orally and is provided sentence stems. When testing, assistance with directions (i.e., simplifying/clarifying directions), plain English math test, read aloud (all subjects except reading), and small group testing.

Dora. Dora was an 8-year 7-month-old Hispanic bilingual female at the start of this research study. She was initially found eligible for special education services in May 2010, as a student with speech/language impairment. She was identified as having a heart problem at birth, which led to some developmental delays. Dora was described as a quiet, polite, and reserved student at the start of the study. She was friendly with both her peers and adults; however, she had a difficult time making friends. Dora was described as her "teacher's shadow" and not exceptionally outgoing or assertive. Dora was re-evaluated and found continued eligible for special education services in February 2012 as a student with a specific learning disability. Dora lived with her mother and

sister in an apartment and spoke two languages: Spanish (first language and home language) and English. Dora was a fluent speaker in both English and Spanish; however, it is difficult to understand the student in either language.

At the time of eligibility, Dora struggled with short- and long-term memory activities. She has a one-to-one correspondence with math but had difficulty retaining information. Dora could write her name 80% of the time, and there was no consistency with letter sounds. Audiometric test results indicated a mild conductive hearing loss in the right ear and a severe rising to mild high frequency sensorineural hearing loss in the left ear. Acoustic immittance testing indicated reduced eardrum movement right ear and normal middle ear function in the left ear. Dora's overall academic skills appeared to be at the lower end of the "below average" range for her age. Dora's listening comprehension and written language skills fell in the "lower extreme" range while her reading and mathematics skills appeared to be in the "below average" range compared to same-aged peers. Dora did not achieve adequately for her age or meet State approved grade-level standards in the area of math reasoning, listening comprehension, written expression, reading fluency skills, reading comprehension, and basic reading skills.

Dora's IEP provided information on the present levels of performance in the areas of reading, math, writing, and communication. Strengths were noted that Dora is a very hard working and dedicated student. Areas of need were noted in taking in, understanding, and remembering new academic information. She needs repeated exposure to new concepts and skills, and benefits from one-on-one attention. In the classroom, Dora has a hard time processing and following directions unless they are

repeated, clarified, and modeled visually. Due to Dora's hearing loss, speech language delays, and status as an English Language learner, she has a difficult time conducting coherent and intelligible conversations with peers and adults.

Dora was noted to be a very responsible and caring person. Her behavior in the classroom was noted to be exemplary. Communication difficulties stem from her inability to pronounce various letters and blend sounds. She has difficulty producing the vocabulary to explain a sequence along with correct sentence structure. She did well with naming vocabulary and her object recall appeared to be improving from session to session. Dora could recognize 24 of 26 letters of the alphabet and 25 of 26 letter sounds, the spelling score obtained was 13 out of 52 possible points, and she reads 18 out of 20 pre-primer words and 9 out of 20 primer words. Computation was in the 30th percentile, Counting was in the 45th percentile, Number Identification was the 1st percentile, Quantity Discrimination was the 47th percentile, and Number Sequencing was the 8th percentile according to the AIMSWEB assessment.

Dora received 30 minutes of speech and language therapy twice a week, as well as 30 minutes of reading, writing, and math special education services in the small special education setting as part of her IEP. Dora is able to access the general education curriculum with support from the special education and general education teachers.

Dora is provided as part of the instructional and testing/assessment process equal opportunity to access the curriculum and demonstrate achievement through the following accommodations. Dora is provided extra modeling and repetition of correct sentence structure and articulation. She is given short, concise directions and clarity on

directions as needed. Dora requires preferential seating, close to the source of

instruction, and benefits from the use of visual cues. When testing, assistance with

directions (i.e., simplifying/clarifying directions), flexible schedules (including breaks

during testing and multiple test sessions across multiple school days), and tests are

modified.

Table 1 summarizes the characteristics of the participants with disabilities,

including each participant's disability and Academic Achievement.

Table 1

Summary of Characteristics of Participants

Participant	Age	Grade	Achievement	Ability	Disability Category
Antonio	8.5	3rd	92	Average	Autism/Specific Learning Disability
Benito	8.3	3rd	94	Average	Autism
Carolos	9	3rd	94	Average	Specific Learning Disability
Dora	8.7	2nd	83	Low Average	Specific Learning Disability

Setting and Instructional Arrangement

Community. Sessions took place at an elementary school, as a part of their after-

school club program. The community in which the research was conducted is described

as a 100+-year-old neighborhood within a larger suburban city, population 139, 966. The

community has a unique mix of apartments, duplexes, single-family detached, and

condominium homes as well as vibrant commercial areas and industrial activities. It is

largely populated by professionals working in the federal civil service, the U.S. military,

or for one of the many private companies, which contract to provide services to the federal government.

School. The intervention took place at a school with 774 students and an average class size of 22 students (District Website). The student population was comprised of 7% African American, 1% Asian/Pacific Islander and American Indian, 58% Hispanic, 33% white, and one percent was unspecified. The school was identified as a dual language and extended year learning environment in English and Spanish. Half of the student enrollment was eligible for free and reduced lunch, which was 21% higher than the state average, as well as 9% being eligible for reduced lunch, or 2% higher than the state average.

Assessment Setting. The pre and post intervention assessment to assess academic engagement, Research Assessment Package for Schools (RAP-SE), and working memory, Test of Memory and Learning 2nd Edition (TOMAL-2), was given in a Kindergarten classroom within the school building on the first floor (Reynolds & Bigler, 1994). The classroom had a couple of large circular tables that were made for children. The researcher and the participant sat side by side at one of these tables during the pre and post assessments. The room had two large windows at the back of the room, spanning most of the back wall, as well as a door to the outside. The classroom also had a bathroom with a sink and cabinet area for storage. Along the entry wall, there was a cubby space for coats and backpacks, and along one of the walls was a long shelf with books, games, and other school-related activities. There was a computer table in the room with three computers and a reading corner diagonally across the room from the

computers. The floor within this classroom was carpeted, except for the area near the bathroom and the sink, which had tile.

Classroom Observation Setting. On-task behaviors were tracked and assessed in each student's classroom using the BehaviorLENs application, a software program on the iPad, which was used to identify the frequency of observable behaviors (Gahn & Mittleman, 2014). The classroom observations took place across six different teachers in six different classrooms. All classrooms had normal-sized student desks and chairs. Some of the classrooms had tile floor, while others were carpeted. Three of the observational classrooms did not have windows, while the other three had windows along the back wall. Classroom sizes ranged from 20 student desks to small classrooms of just 10 student desks.

Equipment. The classroom that the CFK program took place in was an average-sized classroom with large rectangular tables, as well as two smaller square tables made for children. All of the furniture was pushed to the walls during the CFK program activity. The room had two large windows at the back of the room, spanning most of the back wall, as well as a door to the outside. The classroom had a bathroom with a sink and cabinet area for storage. Along the entry wall, there was a cubby space for coats and back packs, and along one of the walls was a long shelf with books, games, and other school-related activities. There was a computer table in the room with three computers and a reading corner diagonally across the room from the computers. The floor within this classroom was carpeted, except for the area near the bathroom and the sink, which had tile.

Training Setting. The CFK program took place in the classroom and in the hallway, with some sessions outside. The door that lead outside led to a courtyard that had a rubberized ground covering and a stairway opening to the sidewalk to allow for running and relay activities. The club would also take place at the playground connected to the school, which had monkey bars to use for covering pull-ups, as well as the field on the other side that was used for obstacle courses and relay races. The field was large and empty with tennis courts and a playground next to it. There was a recreation center next to the field to allow for use of the bathroom or water. Equipment utilized during the CFK program intervention included jump ropes, abmats, barbells, tires, plyo-boxes, timers, kettle bells, large ropes, PVC pipes, and slam balls.

The baseline physical fitness test was given outside on the playground prior to the school day beginning. The playground had a large rubberized area, as well as swings, slides, and a playground structure. The rubberized play area was also connected to a set of picnic tables that ran along the edge of the open play area.

Variables

Dependent Variables

The dependent variables of this investigation are (a) academic engagement, (b) working memory, (c) time-on-task, and (d) physical fitness. Responses for academic engagement were recorded on RAPS-SE data sheets pre-intervention and post-intervention (Institute for Research and Reform in Education, Inc., 1998). Working Memory was assessed using the core battery of assessments on the TOMAL-2 (Reynolds & Bigler, 1994). Time-on-task was assessed using the BehaviorLENS iOS application

using interval recording looking for an increase in "engaged" task event behaviors (Gahn & Mittleman, 2014). Finally, physical fitness was scored and tracked each session on a data sheet, which had the three movements. The dependent variables are described as

Academic engagement. The Research Assessment Package for Schools (RAPS-SE) was used to evaluate the academic engagement of the four participants (Institute for Research and Reform in Education, Inc., 1998). The RAPS-SE student report was utilized in this study.

The RAPS-SE is a measure that includes a total of 88 items evaluating negative feelings or beliefs. To reduce the overall negative tone, there are nine positive items. Once again, the four-point Likert scale is used, moving from very true (4), sort of true (3), not very true (2), and not at all true (1). The assessment evaluates engagement through assessing ongoing engagement (I work very hard on my schoolwork.), reactions to challenge [when something bad happens to me in school, (like not doing well on a test or not being able to answer an important question in class), I get angry at the teacher.], perceived competence (The best way for me to get good grades is to get my teacher to like me.), perceived autonomy (I do my homework because I want to understand the subject.), perceived relatedness (When I think about myself, I feel unhappy.), and experiences of interpersonal support (My parents don't explain why school is important, or My teacher doesn't seem to have time for me.). The RAPS-SE was administered individually, although it can be administered in a small group. The assessment took approximately 30 minutes to complete.

The RAPS-SE Manual (1998) defines engagement by examining two areas: ongoing engagement and reaction to challenge.

Ongoing engagement. Ongoing engagement has to do with student's typical emotions, through processes within the course of a school day (Institute for Research and Reform in Education, Inc., 1998). This area includes the amount of time the students spend on work, the intensity of their concentration, their effort, their ability to stay on task, and flexible problem solving (RAPS-SE Manual). Emotional components engagements are described as heightened levels of positive emotions when completing activities demonstrated by enthusiasm, optimism, curiosity, and overall (Institute for Research and Reform in Education, Inc., 1998). Disaffection from the classroom included feelings of boredom, discouragement, and anger (Institute for Research and Reform in Education, Inc., 1998).

Reaction to Challenge. Reaction to challenge is observed in student's methods of coping with perceived failures in school. Situations that the student may feel is a threat or challenge depending on the students own perceived competence (Institute for Research and Reform in Education, Inc., 1998). An optimistic attitude is often accompanied by persistence by strategizing, problem solving, information seeking, and experimentation when faced with a challenge (Institute for Research and Reform in Education, Inc., 1998). Conversely, students who feel threatened tend to feel incompetent and full of self-doubt (Institute for Research and Reform in Education, Inc., 1998). See Appendix D for complete RAPS-SE questionnaire.

Working Memory. The Test of Memory and Learning (TOMAL-2) was used to complete a memory assessment pre- and post-intervention (Reynolds & Bigler, 1994). The TOMAL-2 is a standardized battery that allows for a direct comparison across a variety of aspects of memory. The assessment identified strengths and weaknesses by assessing general specific memory functions using eight core subtests, six supplementary subtests, and two delayed recall tasks. The TOMAL-2 was given to each participant one-on-one, which took approximately 90 minutes per student. Standard Scores were obtained for Verbal Memory Index (VMI), Nonverbal Memory Index (NMI), and Composite Memory Index (CMI). Each student's raw scores were converted into scaled scores using the TOMAL manual and then using the subtests administered combined to form the three Overall Index scores.

The CMI is comprised of all eight-core subtests and assesses both verbal and nonverbal memory. The VMI is comprised of four core subtests and is a measure of verbal memory. The NMI is also comprised of four core subtests and is a measure of the student's nonverbal memory.

Subtests. Memory for Stories (MFS) is a subtest that assesses the individuals auditory processing and consolidation of verbal information presented in paragraph form. Word Selective Reasoning (WSR) is a task that requires retrieval of words from short- and long-term storage. Object Recall (OR), requiring multiple processing and retrieving modalities, places specific demands on visual recognition with verbal recall. Paired Recall (PR) is a verbal associative learning task in which the participant has to learn to pair words. The PR subtest uses easy pairs (word pairs with a clear, logical association)

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and hard pairs (words with no logical association). Facial Memory (FM) examines the participant's ability to process and retain facial memory. Visual Sequential Memory (VSM) works on retention tasks that place demands on sequential processing and requires the highest order of cognitive processing and integration. This subtest was developed to assess sequential visual processing and retention. The final subtest administered was Memory for Location (MFL), which is essential in assessing spatial memory, in addition to the traditional visual memory tasks.

Reliability. According to the TOMAL examiner's manual, reliability is typically conceived in two ways: internal consistency and stability (Reynolds & Bigler, 1994). Internal consistencies of the subtests, represented by alpha, are quite high in an absolute sense but particularly so if one compares them to traditional measures of memory. In the TOMAL subtests, 63% of reliability coefficients are at or exceed .90, 31% are between .80 and .89, and only 6% fall below .80, with none below .74. The composite indexes have reliability coefficients that are routinely above .90, and most are above .95. The stability of the examinee performance over time was examined using the test-retest approach. The test-retest reliability coefficients demonstrate and provide evidence of a high degree of stability of the TOMAL scores over the time interval assessed.

On-Task Behavior. Behavior Observations for each of the four participants took place the following day after the intervention session during academic class instruction for each participant. The behavioral observations were recorded using an iOS application called BehaviorLENS (currently named BehaviorSnap) (Gahn & Mittleman, 2014).

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Behavioral observations were recorded using this application for interval recording. See Appendix E for description of BehaviorLENs with screenshots.

Interval recording. The researcher used the BehaviorLENS application to estimate time-on-task by coding the participant's behavior at pre-determined intervals, without requiring the individual to be continuously observed (Gahn & Mittleman, 2014). Two trained observers were used to conduct the in-class observations and each student was observed for 15 minutes with the observer being prompted to report behavior every 15 seconds. The observer was prompted with the choice to select if the student was "engaged" or "not engaged," in the instruction or activity. If the observer selected "engaged," they then would select an activity such as "seatwork," "listening to discussion," "waiting appropriately," "talking appropriately with peer," "interacting with teacher," "gathering and putting materials away," "cooperative with peer," "rocking–was engaged," "moving around the room appropriately," and "other on-task." If the observer selected "not engaged," they would then be prompted to choose from certain behaviors such as "staring, daydreaming, looking around," "fidgeting," "sleeping/head down," "moving in seat," "chatting with peers," "fiddling in desk," "calling out/off topic," "calling out answers," "laughing inappropriately," and "walking/running around the room." See Appendix F for exact observation notes.

Physical Fitness. Three different benchmark physical fitness movements were assessed for each participant prior to the intervention for baseline and then prior to each intervention session. The movements evaluated the participant's max effort on burpees,

sit-ups, and jump ropes (singles) for a one-minute-interval. See Appendix G and

Appendix H for fitness test activities descriptions and the fitness data collection sheet.

       Burpee. This activity measures upper and lower body strength. The burpee

begins with the participants standing with their feet shoulder width apart. The

participants then place their hands on the ground and jump their feet back to a plank

position. From the plank, the participants drop to the floor, with their chest and feet

keeping contact with the ground, while their hips and thighs remain slightly raised. The

participants push back up from the ground using their arms to the plank position. From

there, the participants jump their feet to their hands, landing in a low squat, and then

jump up to standing and clap their hands above their heads, noting completion of the

movement. If the participants do not come to complete hip extension at the top with their

clap, this would be considered a no-rep. To start, the trainer calls out the signal "3, 2, 1,

Go!" and begins timing the participants for one minute. The participants were grouped in

pairs; while one partner was completing the activity, the other was counting. The student

completing the fitness test stops on the word "Time."

       Sit-up. This activity measures abdominal strength. The sit-up begins lying down,

feet should be touching, and knees bent with hands at their sides or above their head. The

participants' counting partner could assist by standing lightly on their shoes to hold them

down when they were doing their sit-ups. The participants then using their arms, either

raising them above their head to achieve momentum, or just at their sides, would sit up,

reaching their hands out in front toward their shoes. The participants' chest must touch

their bent legs and knees in order to count and complete the sit-up. The participants then

slowly lower back down until their shoulder blades touch the ground. As soon as the

shoulder blades touch the ground, the participants would sit back up, hands out in front,

until they once again touch their chest to their knees. If the participants do not get their

shoulder blades fully to the ground or their chest to their knees, the repetition would not

be counted. To start, the trainer calls out the signal "3, 2, 1, Go!" and would begin timing

the participants for one minute. The participants were grouped in pairs; while one partner

was completing the activity, the other was counting. The student completing the fitness

test stops on the word "Time."

Jump rope (singles). This activity measures coordination and endurance. The

jump rope begins where both feet are slightly apart and jump at the same time over the

rope. The rope is swung in a manner so that it passes over the participants head and

under their feet. If the rope did not make a complete rotation around the feet and body,

and stopped, this would discontinue to the count and not count as a repetition. To start,

the trainer calls out the signal "3, 2, 1, Go!" and begins timing the participants for one

minute. The participants were grouped in pairs; while one partner was completing the

activity, the other was counting. The student completing the fitness test stops on the

word "Time."

Independent Variable

The CFK program will be the independent variable for this investigation. CFK is

an instructor-led fitness program, which incorporates aerobic and anaerobic components

to prepare its athletes for any situation.

Procedures. Before implementing the CFK program, the participants were assessed for baseline scores on the fitness test, the RAPS-SE, TOMAL-2, and behavioral observations to track time-on-task within the academic class setting. Participants were familiarized with the testing procedures for the fitness test and allowed practice trials; demonstrations were provided before the fitness test was administered; and verbal cues were used to reinforce correct technique and to help motivate the children during the baseline fitness tests. Each morning prior to the school day, the fitness tests were completed with the participants, typically one-on-one; there were one or two occasions with Antonio and Benito where they worked on the fitness test together, one student working at a time. The assessment for the academic engagement (RAPS-SE), working memory (TOMAL-2), physical fitness (three benchmark fitness activities), and time-on-task (classroom observations) took place during a six-week period in the two months of the fall semester (pre-intervention).

The CFK program was implemented for 20 weeks, and the group was made up of the four participants with disabilities and then 10 same-aged students without identified disabilities. During September and October, the club was offered once per week, during November through February, the club was offered twice per week for 60 minutes each session (2:50-3:50). Two Level 1 CrossFitTM and CFK program certified trainer's taught the CFK program activities. The CFK program was offered as an after-school club on average two days per week for 15 weeks (total average of 26 sessions).

There were four significant interruptions, more than a week delay of CFK activities; the first was an early release followed by a two-week intersession, where

school was not in session, resulting in five consecutive missed days from club activities over three weeks. The second interruption was for the Thanksgiving holiday followed by a teacher workday, resulting in two missed days from club activities over one week. The third interruption was for the Holiday Intersession, which resulted in three consecutive missed club activities over two weeks. The fourth interruption occurred as the result of a teacher workday, a snow day, and an early release, resulting in three consecutive missed club activities over two weeks. There was one other day that club did not meet due to a snow day; however, that was not a significant interruption to club activities of more than a week. All of the interruptions are noted within the behavior and fitness figures located in Chapter Four.

Research Design

Single-Subject Design

Pre- and post-test designs were utilized for academic engagement and working memory as demonstrated on performance measure scores on the RAPS-SE and the TOMAL-2. Students were given the pre- and post-tests in the same sequential order that they would be entering the CFK program. The RAPS-SE and the TOMAL-2 were given after school, outside of class time, typically one session for the pre-intervention administration and one session for the post-intervention administration.

A multiple baseline design across four participants was used to evaluate the effectiveness of the CFK Program for time-on-task and physical fitness. In this design, the participant's baseline levels were collected for a minimum of five data points across a minimum of five classroom observation and fitness assessment sessions. The order for

which participants were assigned their participation position, one to four, were random by placing cards with the participants names in a bag and pulling one out at time. When either the time-on-task behavioral observations and fitness assessment for the first participant were stable or a minimum of five data points had been obtained, they were introduced to the CFK Program, which was already in progress with a small group of 10 same-aged students without identified disabilities. The other three participants joined the CFK program in a similar sequential manner. Regulated randomization procedures, with a minimum number of within-phase observations of five to determine the participant's entry into the CFK program, were used across all participants (Koehler & Levin, 1998). During the study at some point, one or more of the participants were receiving the intervention while the other participants were still in the baseline phase, and the participants were phased in in a systematic and sequential manner to randomly designate their entry point to the CFK program (Kohler & Levin, 1998).

Antonio attended the CFK program for 23 sessions, due to one absence, after a minimum of five baseline data points were collected prior to the intervention. Benito attended the CFK program beginning after a minimum of seven data points were collected prior to the intervention and attended a total of 19 intervention sessions due to three absences. Carlos attended the CFK program after a minimum of nine baseline data points were collected prior to the intervention and participated in 14 interventions due to five absences. Dora began attending the CFK program after a minimum of 11 baseline data points were collected prior to the intervention and participated in 15 intervention sessions due to two absences. Attendance of the participants was tracked and accounted

for within the study reported data, and all participants were participating in CFK by the sixth week, eighth session of the CFK program.

The behavioral observations occurred in the participant's academic class the day following the CFK program. However, due to classroom testing and observer schedules, the observations did not always occur or were at times delayed a day.   The first observable day after the Tuesday club was Wednesday, which immediately followed the club activities; the next observation would occur on Monday, after the Friday club activities. This meant that there were two days in between the club activities and the observation. Antonio had 17 out of 23 classroom observations, after treatment, completed. Benito had 13 out of 19 opportunities for classroom observations, after treatment, completed. Carlos had 10 out of 14 opportunities for classroom observations, after treatment, completed. Dora had 8 out of 15 opportunities for classroom observations, after treatment, completed.

Finally, a qualitative questionnaire was conducted, interviewing the participants, their teachers, and their parents to assess for the social validity of the program. See Appendix J for a list of the interview questions and Appendix K for interview transcripts for the qualitative component of the study.

<div align="center">**Data Collection**</div>

Baseline

The participants were given the RAPS-SE individually in the resource room within the school. The working memory assessment, TOMAL-2, was given to all of the participants prior to the start of the CFK program. Each participant was observed a

<div align="center">52</div>

minimum of five times in his or her academic classes prior to the intervention. Finally, a

minimum of five fitness tests were given to each participant prior to their first day

participating in the CFK program. The start day was different across the participants as

they were randomly selected to begin participation with the CFK program, as described

in the previous section. While the participants were not participating in CFK, they were

in another after-school program, which assisted the participants with their homework and

other academic enrichment.

Intervention

The CFK Program was offered after school to a small group of 14 total

participants, which included the four study participants as well as 10 general education

students who were not being assessed for this study and were not identified as having

disabilities. The study participants were gradually added to the general CFK group. Each

session began with a circle time check-in, where weekly physical activities as well as

healthy foods consumed that week were discussed, and a review of the activities that

would be covered during the CFK session for the day. The circle time check-in was

followed by a short warm-up, and then the participants paired up and completed the

fitness test. Each fitness activity was completed for a total of one-minute and the

participants recorded their scores on the fitness sheet themselves. Upon completion of

the fitness test, a focus skill for the day was reviewed. Typically, this was a skill related

to the activities that would be incorporated into the workout of the day (WOD).

A sample CFK WOD completed during the CFK program is as follows: 21-15-9,

burpees, wall balls, and KB Swings; meaning for each movement beginning with the

burpees, you would do 21 (burpees, wall balls, and KB swings), then you would do 15 (burpees, wall balls, and KB swings), then you would do 9 (burpees, wall balls and KB swings), and the participants would record their time on the white board. Keeping a daily log and tracking performance is an important part of CrossFit as well as CFK (Rodi, 2007). After completion of the WOD, a skill-related game would follow. Each CFK session ended with a group cheer, in which the group would circle up with hands in the middle of the circle and yell "One, two, three, four, CrossFit, CrossFit! One, two, three, four, CrossFit Kids!" See Appendix I for a sample of the WODs completed over the 23 sessions.

Visual Analysis of Data

The multiple baseline data is presented from this study and the outcomes of the various assessments are analyzed. During baseline for each phase, a predictable pattern was established prior to treatment, and issues identified if there were data irregularities. Across each participant, documentation of any changes between performance on the dependent variable observations and when the independent variable is introduced will be noted in an excel spreadsheet graph. Within each phase, there are at least five or more data points for each participant prior to moving into the intervention group. Finally, across all participants, there are at least three demonstrations of a basic effect at different points in time, with no evidence of treatment failure.

Level. Using the time-on-task behavioral and physical fitness data collected related to interval recording and fitness, a mean average was calculated for each participant within each condition, baseline, and treatment.

Trend. Using the time-on-task behavioral and physical fitness data collected related to interval recording and fitness, a slope line was drawn. By tracking the on-task behaviors exhibited by the participant, i.e., attending to task assigned, sitting still and quiet (i.e., not yelling out, tapping pencil, or moving around), and so on, after the intervention each will be analyzed to determine if there was an increase in on-task behavior from baseline. The trend data was analyzed to identify an increase from baseline to treatment on the physical fitness markers as well.

Variability. Using the time-on-task behavioral and physical fitness data collected related to interval recording and fitness, an assessment of the variability of the data collected is discussed. Any outliers or inconsistencies were accounted for and discussed in this section.

Overlap. Using the time-on-task behavioral and physical fitness data collected related to interval recording and fitness, any data that overlaps in adjacent phases is discussed. The percent of non-overlapping data points were calculated by dividing the number of data points in the treatment phase that do not overlap with the baseline data points and multiply that by 100.

Immediacy of Effect. Using the time-on-task behavioral and physical fitness data collected related to interval recording and fitness, the magnitude of change between the last three to five data points in baseline compared to treatment was analyzed. Whether the difference is gradual, immediate, or variable is discussed.

Consistency. Finally, using the time-on-task behavioral and physical fitness data collected related to interval recording and fitness, vertical analysis was used to assess

consistency between the non-intervened baseline data collection in comparison to the treatment phase.

Reliability and Fidelity

This section presents information on reliability during data collection and reliability of observations conducted of the participants. Reliability measures were completed outside of the intervention protocols for two of the study components, on-task classroom observations and the physical fitness test.

Observer's Training

Prior to the reliability checking, the researcher met with both classroom observers and trained them on the use of the behavioral observation tracking application and the procedures for conducting the simultaneous observation sessions. Training in data collection procedures was conducted using the iOS application and time was taken to demonstrate and practice with the application prior to use in the classroom.

Interobserver Agreement for Dependent Measures

Interobserver agreement and procedural reliability data was collected simultaneously on 31.81% of all sessions across conditions for the behavioral observations using the iPad Mini iOS BehaviorLENS application. The interobserver reliability was calculated by the point-by-point method of dividing observer one and observer two agreements by the number of disagreements, multiplied by 100. For the fitness test, a mean interobserver coefficient of agreement was calculated to be 90.90% (range 91.30-100%) for all participants: Antonio ($M = 100\%$), Benito ($M = 100\%$), Carlos ($M = 91.30\%$), and Dora ($M = 100\%$). For the classroom observations, a mean

interobserver coefficient of agreement was calculated to be 92.86% (range 78.72-100%)

for all participants: Antonio ($M = 86.36\%$), Benito ($M = 100\%$), Carlos ($M = 88.63$), and

Dora ($M = 100\%$).

Procedural Reliability

To ensure the procedural reliability of this study, a checklist for procedural

reliability was completed using an independent observer for 68% of the sessions across

all phases and participants. See Appendix L for the Procedural Reliability Checklist:

Intervention. The independent observer was the second coach involved in the club

activities and was familiar with the CFK program as she had been a coach of the CFK

program for more than five years and is the owner of a CrossFit Box. The observer had

an undergraduate degree in Economics and graduate course work in various topics related

to public health, with 10 years of experience in research on a National Institute of Child

Health and Human Development (NICHD)-funded project in child development and

psychology.

Prior to the implementation of the CFK program, the researcher met with the

observer, who was also the co-instructor, and discussed the research and its procedures.

The procedural reliability checklists were explained and the use of the data recording

sheets. The procedural reliability checklist included criteria for the design and

implementation of the CFK program to determine whether the CFK program was adhered

to appropriately. For example, during treatment, the observer determined whether each

CFK program session included a warm-up, skill, WOD, and finished with a game. The

procedural reliability was calculated using the number of steps completed divided by the

number of steps planned and then multiplied by 100. Procedural reliability was calculated to be 100% for all participants (Antonio, Benito, Carlos, and Dora) in treatment.

Social Validity

Physical fitness is important to health and overall well-being and is, therefore, socially important. The impact of the intervention across the variables was measured through a qualitative interview with the participants, their teachers, and their parents upon completion of the CFK program. Each individual was interviewed separately and was asked a series of seven questions. First, they were asked to describe their experience with CFK, and their responses were recorded and transcribed. Then, they were asked what they liked or did not like about CFK, how they felt about school before CFK, and how they felt about school after CFK. They were also asked if they noticed any changes physically, behaviorally, and cognitively since their participation in CFK. Ultimately, they were asked if they would want to continue to participate in CFK.

Qualitative research methods were chosen for the social validity component of this study, because in identifying the effect of the CFK program, previous research suggested documenting the perceived perceptions of the participants, their parents, and their teachers about what their opinions were relating to the CFK program (Oriel et al., 2008). During this qualitative component, a comparison of two functional ideals occurred by first asking, "What is going on here?" and then "What would we like to see different?" (Schram, p. 103, 2006).

The researcher began the study thinking that only the parents would be interviewed, but after the CFK club was finished, it was decided that the participants would be interviewed as well as the teachers and the parents. By interviewing the participants, more insight into the perceived outcome and perceived effects of CFK program would be available, from a variety of viewpoints. By including the participants and their parents and teachers, the overall perceptions would assist in later integration of the ultimate studies results into practice within the CrossFit and academic settings (Maxwell, 2012). In total, there were eight interviews completed, three teachers, four participants, and one parent after the CFK club finished.

Interviews began at the site school two weeks after completion of the 15-week CFK intervention. The participant interviews were conducted in the same kindergarten classrooms that the baseline assessments had been completed, and the interviews were completed uninterrupted. The teacher interviews took place in each one of the teachers' classrooms, with either the door closed or at a time when there would not be any interruptions and therefore the door was open. The interview with the parent took place at the entrance table, a quiet hallway with a table and chairs. All interviews were held in quiet settings, with no interruptions.

Qualitative Purpose and Questions

The questionnaire was a set of seven questions; however, when evaluating the transcripts, only the first and second questions were asked verbatim each time. The interviews built off of the discussion and points that were raised by the interviewees. The researcher listened to what they had to say and asked questions of them based on their

responses by building in new questions with each interview. An unstructured format was used when conducting the interviews and the researcher did not stick strictly to the list of questions. The interview attempted to be open and conversational; building questions off of the participants' answers (Fontana & Frey, 1998).

The researcher planned to interview all of the parents of the participants participating in the CrossFit Kids study, as well as all of the teachers who worked with the participants. However, after reaching out to parents as well as teachers, interviews were conducted of one parent and three of the teachers who worked with the study participants. The researcher also interviewed the participants themselves, and it should be noted that every participant had an adult that was interviewed in relation to their participation, whether it was a parent or teacher. This comparative component of the study uncovered and answered a question using a small sample of teachers, parents, and students with disabilities, and sought to identify their perceived perceptions about the CFK program.

Strauss and Corbin (1990) suggest when identifying research questions to pull from personal and professional experience where a problem is identified that does not appear to have an answer. One of the reasons that the study originated was due to the fact that the researcher was a CrossFitter and saw the effects that CrossFit had on adults, both physically and emotionally, and the researcher hypothesized similar results could occur for students, specifically those students with disabilities.

For the qualitative component of the study, the following questions were asked:

Describe the CFK program. What did you like or dislike about the CFK programs? How did you feel about school before or after CFK? Have you noticed any changes physically after CFK? Has CFK affected how you behave or focus on tasks? Has CFK affected your memory? Would you like to continue to participate in CFK?

Although these questions were identified in the beginning of the research, they solidified as the interviews continued throughout research (Schram, 2006). This study provides information to be used when providing physical education to students with disabilities and it demonstrates the perceived perceptions that physical activity can have on students with disabilities on their academics and behavior.

Personal Interest

The researcher was a CrossFit Level 1 certified coach, CrossFitter, and CrossFit Kids Coach. The researcher has participated in two regional CrossFit competitions, with experience coaching an introduction to CrossFit class, as well as CrossFit Kids to preschoolers and school- aged children. The researcher has worked in the field of special education for the past 15 years, and has worked with children in general for more than 21 years. The researcher has an interest in fitness and education and a strong aptitude for working with children and education programs, specifically students with disabilities.

Qualitative Data Collection

All eight interviews were recorded using a 4S iPhone. The interviews were transcribed by an online service called Transcribe Me, and the transcriptions were verified upon receipt of the transcription, with minimal additions and clarifications. After uploading the files to iTunes, an .mp3 file formats was created to upload the recorded

tracks to the transcription site. The transcriptions were then emailed back to the

researcher within two days. After receiving the transcription, the researcher re-listened to

the interviews with the transcriptions, adding in "Interviewer" and the "Interviewee

Name" as well as any notes or missed words. All of the participant names, teacher

names, and parent name have been removed from the transcripts. See Appendix K for

the exact transcription of the interviews.

Summary

To summarize the methods procedures, a summary table was added for

clarification. Table 2 includes information on the research question, the type of data

collection used to answer the research question, and how the data were analyzed.

Table 2

Methodology Summary

Research Question	Type of Data Collection	Analysis Method
1. Will teaching CFK program result in an increase in level and scope in academic engagement when provided with an 79 item questionnaire (RAPS-SE) designed to measure student engagement in school, student beliefs about themselves, and their perceptions of interpersonal support for the four participants?	Scored RAP-SE assessment, Pre/Post	Visual Analysis of score composite data obtained
2. Will teaching the CFK program result in increase in level and scope of working memory as demonstrated on pre and post intervention assessment of each of the participants?	Scored performance on the TOMAL assessment	Visual Analysis of standard scores and quality descriptors with confidence intervals
3. Will teaching the CFK program result in an increase in level and scope of on-task performance in the academic setting as demonstrated by classroom observation of each participant the following day after the intervention has been conducted?	Behavioral Observations using BehaviorLENS application	Visual analysis, PND
4. Will the CFK program lead to an increase in level and scope of the physical fitness of the participants as measured by the benchmark fitness movements; burpees, sit-ups, and jump rope (singles)?	Fitness data tracking sheets	Visual analysis, PND
5. The impact of the intervention across the variables was measured through a qualitative interview with the participants', their teacher's and their parents upon completion of the CFK program.	Transcription of Interviews	Qualitative data coding

CHAPTER FOUR

This chapter presents the results of this multiple baseline single-subject research study investigating the functional relationship of the CFK program on improved academics and behavior of four elementary-level students with disabilities. Results in this chapter report the effects of CFK program on the four dependent variables (academic engagement, working memory, time-on-task, and overall physical fitness) in addition to the qualitative findings from the interviews conducted with teachers, participants, and parents. The research questions examined were

1. Will teaching CFK program result in an increase in level and slope in academic engagement when provided with a 88-item questionnaire (RAPS-SE) designed to measure student engagement in school, students beliefs about themselves, and their perceptions of interpersonal support for the four participants?

2. Will teaching the CFK program result in an increase in level and slope of working memory as demonstrated on pre- and post-intervention assessment of each of the participants?

3. Will teaching the CFK program result in an increase in level and slope of on-task performance in the academic setting as demonstrated by classroom observation of each participant the following day after the intervention has been conducted?

4. Will the CFK program lead to an increase in level and slope of the physical

   fitness of the participants as measured by the benchmark fitness movements;

   burpees, sit-ups, and jump rope (singles)?

This chapter is organized into five sections. The first four sections present the data addressing each of the four research questions. The chapter concludes with section five, an examination of the qualitative data describing participants, parents, and teacher perceptions of the CFK program and its impact on the participants.

Results

Results for Research Question 1

Will teaching CFK program result in an increase in level and slope in academic engagement when provided with a 88-item questionnaire (RAPS-SE) designed to measure student engagement in school, students beliefs about themselves, and their perceptions of interpersonal support for the four participants?

RAP-SE Results

Student engagement is an integral part in ensuring and promoting student success within the school setting (Research Assessment Package for Schools (RAPS) Manual, 1998). When students experience a supportive interpersonal environment, it ultimately helps them to believe in themselves (RAPS Manual, 1998). The engagement domain was scored for each student in the study. This domain incorporates two separate but interrelated subdomains of student adjustment in school: (1) Ongoing Engagement with School; and (2) Reactions to Challenge (i.e., the strategies students use when faced with negative or stressful school events) (RAPS Manual, 1998). For the first subdomain area,

ongoing engagement, the mean of six ongoing engagement areas were used to calculate

an engagement score; for the second domain area, reaction to challenge, the reversed

mean of the three denial, three projection, and one anxiety amplification items were used

to calculate an engagement score. From these two scores, a Domain Level Composite

Scores was obtained for overall engagement for each participant, which was the mean of

the two subdomain level composites. A summary score of less than 3.50 for this

Indicator would indicator a High-Risk for academic engagement, while, with a score of

greater than or equal to 3.75, the participant would be demonstrating behavior in the

Optimal range for positive academic engagement. Below are the results of these

composite assessments, which were administered to each participant in the study pre- and

post-intervention.

       Antonio. Antonio demonstrated a high level of student engagement on all three

composite areas both pre- and post-intervention (Figure 2). For the first subdomain area,

ongoing engagement, his answers resulted in a score of 4.00 for both pre- and post-

testing, which were in the Optimal Range. For the second domain area, reaction to

challenge, his answers resulted in a score of 3.57 pre-intervention, which is between high

risk and the optimal range. This score increased to 4.00 post-intervention, which is in the

Optimal Range. Finally, a domain level composite for overall engagement was obtained

using the mean of the two subdomain level composite scores, ongoing engagement and

reaction to challenge, which resulted in a score of 3.79 on the pre-intervention

administration and increased to a 4.00 on the post-intervention administration. Both

scores fell in the Optimal Range.

Benito. Benito demonstrated a high level of student engagement on all three composite areas both pre- and post-intervention (Figure 2). For the first subdomain area, ongoing engagement, his answers resulted in a score of 4.00 for both pre- and post-testing, which were in the Optimal Range. For the second domain area, reaction to challenge, his answers resulted in a score of 4.00 for both pre- and post-testing, both scores therefore in the Optimal Range. Finally, a domain level composite for overall engagement was obtained using the mean of the two subdomain level composite scores, ongoing engagement and reaction to challenge, which resulted in a score of 4.00 on the pre-intervention administration and 4.00 on the post-intervention administration. Both scores fell in the Optimal Range.

Carlos. Carlos demonstrated a high level of student engagement on all three composite areas both pre- and post-intervention (Figure 2). For the first subdomain area, ongoing engagement, his answers resulted in a score of 4.00 for both pre- and post-testing, which were in the Optimal Range. For the second domain area, reaction to challenge, his answers resulted in a score of 4.00 for both pre- and post-testing, once again are in the Optimal Range. Finally, a domain level composite for overall engagement was obtained using the mean of the two subdomain level composite scores, ongoing engagement and reaction to challenge, which resulted in a score of 4.00 on the pre-intervention administration and 4.00 on the post- intervention administration. Both scores fell in the Optimal Range.

Dora. Dora demonstrated a high level of student engagement on all three composite areas on the post-intervention administration; however, she was borderline

high risk on the pre- intervention administration. For the first subdomain area, ongoing engagement, her answers resulted in a score of 3.17 for pre-intervention administration, which is considered High Risk for this indicator; on the post-intervention administration, her score increased to 3.67, which is in the Optimal Range. For the second domain area, reaction to challenge, her answers resulted in a score of 3.57 pre-intervention, which is between High Risk and the Optimal Range, which increased to 4.00 post-intervention, which is in the Optimal Range. Finally, a domain level composite for overall engagement was obtained using the mean of the two subdomain level composites, ongoing engagement and reaction to challenge, which resulted in a score of 3.37 on the pre-intervention administration, which again fell between High Risk and Optimal Range, and increased to a 4.00 on the post-intervention administration. Her final score fell in the Optimal Range.

Overall RAPS-SE Results

Participants demonstrated an overall high level of academic engagement on both the pre- and post-intervention administration of the RAPS-SE (Figure 2). Antonio, Benito, and Carlos demonstrated scores in the Optimal Range on the pre- and post-intervention administration. Dora increased from a High Risk on the pre-intervention administration to Optimal Range on the post-intervention administration.
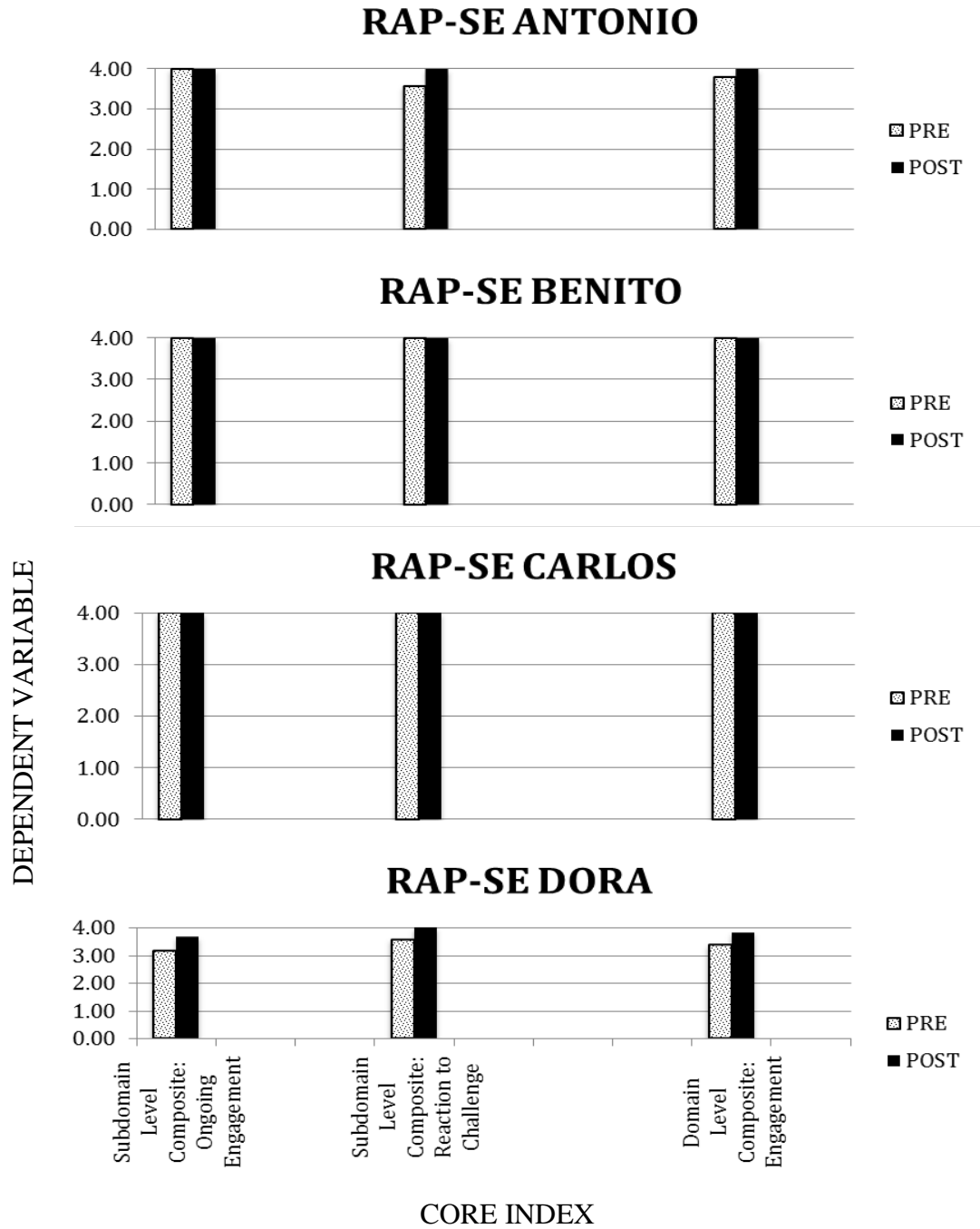
Figure 2. RAP-SE Student Engagement Scores. RAP-SE Pre-Intervention Administration Scores (▨), RAP-SE Post-Intervention Administration Scores (■)

Results for Research Question 2

Will teaching the CFK program result in an increase in level and slope of working

memory as demonstrated on pre- and post-intervention assessment of each of the

participants?

TOMAL Results

The purpose of the Test of Memory and Learning is to provide professionals with

a standardized measure of different memory functions for children and adolescents

(TOMAL Manual, 2007). Each aspect of the test of memory and learning is clinically

relevant and empirically based (TOMAL Manual, 2007). Memory is often considered the

cornerstone of cognition and therefore an important component to assess for academic

learning (TOMAL Manual, 2007). The TOMAL was individually administered pre- and

post-intervention, in September and then again in March, and yielded scores in eight

different indexes, Memory of Stories (MFS), Facial Memory (FM), Word Selective

Reminding (WSR), Abstract Visual Memory (AVM), Object Recall (OR), Visual

Sequential Memory (VSM), Paired Recall (PR), and Memory for Location (MFL).

Scaled scores (SS) were obtained by taking the participants raw scores and converting

them to scaled scores, with a common subtest mean score being set at 10 and the standard

deviation fixed at three. The three core composite indexes, Composite Memory Index

(CMI), Verbal Memory Index (VMI), and Nonverbal Memory Index (NMI) were

constructed to have a mean of 100 with a standard deviation of 15.

Antonio. Four subtest scores were used to calculate Antonio's VMI: MFS (*SS =*

9), WSR (*SS = 9*), OR (SS = 18), and PR (*SS = 13*), resulting in a VMI of 115, which

demonstrated above average performance in this area during the pre-intervention administration (Table 3). Three of the four scores increased during the post-intervention administration, resulting in the following overall standard scores for Antonio: MFS ($SS =$ 11), WSR ($SS = 11$), OR ($SS = 17$), and PR ($SS = 16$), with a final VMI of 125, which falls in the Superior Range.

Four subtests were used to calculate Antonio's NMI: FM ($SS = 15$), AVM ($SS =$ 14), VSM ($SS = 11$), and MFL ($SS = 16$), resulting in an NMI of 127, which demonstrated superior performance in this area during the pre-intervention administration (Table 3). Two out of four scores remained the same during the post-intervention administration, resulting in the following overall standard scores for Antonio: FM ($SS =$ 14), AVM ($SS = 14$), VSM ($SS = 11$), and MFL ($SS = 15$), with an NMI of 120, which demonstrated above average performance in this area during the post-intervention administration.

Overall, three of the eight subtests increased in the post-intervention administration, two of the eight remained constant, while two scores decreased from pre- and post-intervention administrations (Figure 3). Antonio demonstrated a Composite Memory Index (CMI) of 124 pre-intervention, which increased to 126 post-intervention; both scores fall in the Superior Range (Figure 4).

Table 3 summarizes the standard scores and qualitative descriptors for pre- and post-intervention for Antonio.

Table 3

Antonio's Standard Scores TOMAL-2

Domain	Pre-Int.	68% CI	Descriptor[1]	Post-Int.	68% CI	Descriptor
Memory of Stories	9	7.8-10.2	AV	11	9.8-12.2	AV
Word Selective Reminding	9	7.95-10.05	AV	11	9.95-12.05	AV
Object Recall	18	16.77-19.23	VS	17	15.77-18.23	VS
Paired Recall	13	11.84-14.16	AA	16*	14.84-17.16	S
Facial Memory	15	13.28-16.72	S	12	10.28-13.72	AV
Abstract Visual Memory	14	13.3-14.7	AA	14	13.3-14.7	AA
Visual Sequential Memory	11	9.61-12.39	AV	11	9.61-12.39	AV
Memory for Location	16	15.13-16.87	S	15	14.13-15.87	S
Verbal Memory Index	115	111.03-118.97	AA	125*	121.03-128.97	S
Nonverbal Memory Index	127	122.6-131.3	S	120	115.60-124.40	AA
Composite Memory Index	124	120.65-127.35	S	126	122.65-129.35	S

[1] Qualitative Descriptors: AV= Average, AA= Above Average, BA=Below Average, S= Superior, VS=Very Superior, D=Deficient, VD=Very Deficient
* Gain exceeds the 68% confidence Interval

Benito. Four subtest scores were used to calculate Benito's VMI: MFS (*SS = 7*), WSR (*SS = 9*), OR (SS = 18), and PR (*SS = 13*), resulting in a VMI of 112, which demonstrated above average performance in this area during the pre-intervention administration (Table 4). One of the four scores increased, while three of the four

remained constant during the post-intervention administration. The following overall

standard scores for Benito were obtained during the post intervention administration:

MFS (*SS* = 11), WSR (*SS* = 9), OR (*SS* = 18), and PR (*SS* = 13), which resulted in a final

VMI of 119, falling in the Above Average Range.

Four subtests were used to calculate Benito's NMI: FM (*SS* = 12), AVM (*SS* =

16), VSM (*SS* = 7), and MFL (*SS* = 13), resulting in an NMI of 113, which demonstrated

above average performance in this area during the pre-intervention administration (Table

4). Two out of four scores increased, while one score remained constant, during the post-

intervention administration. The following overall standard scores for Benito were

obtained during the post-intervention administration, FM (*SS* = 12), AVM (*SS* = 19),

VSM (*SS* = 16), and MFL (*SS* = 11), resulting in an NMI of 130, which demonstrated

superior performance in this area during the post-intervention administration.

Overall three of the eight subtests increased in the post-intervention

administration, four of the eight remained constant, and one score decreased from the

pre- and post-intervention administrations (Figure 3). Benito demonstrated a CMI of 114

pre-intervention in the above average range, which increased to 128 post-intervention,

falling in the Superior Range (Figure 4).

Table 4 summarizes the standard scores and qualitative descriptors for pre- and

post-intervention for Benito.

Table 4

Benito's Standard Scores TOMAL-2

Domain	Pre-Int.	68% CI	Descriptor[1]	Post-Int.	68% CI	Descriptor
Memory of Stories	7	5.8-8.2	BA	11*	9.8-12.2	AV
Word Selective Reminding	9	7.95-10.05	AV	9	7.95-10.05	AV
Object Recall	18	16.77-19.23	VS	18	16.77-19.23	VS
Paired Recall	13	11.84-14.16	AA	13	11.84-14.16	S
Facial Memory	12	10.28-13.72	AV	12	10.28-13.72	AV
Abstract Visual Memory	16	15.3-16.7	S	19*	18.3-19.7	AA
Visual Sequential Memory	7	5.61-8.39	BA	16*	14.61-17.39	AV
Memory for Location	13	12.13-13.87	AA	11	10.13-11.87	S
Verbal Memory Index	112	111.03-118.97	AA	119	115.03-122.97	AA
Nonverbal Memory Index	113	122.6-131.3	AA	130*	125.60-134.40	S
Composite Memory Index	114	120.65-127.35	AA	128*	124.65-131.35	S

[1] Qualitative Descriptors: AV= Average, AA= Above Average, BA=Below Average, S= Superior, VS=Very Superior, D=Deficient, VD=Very Deficient
* Gain exceeds the 68% confidence Interval

Carlos. Four subtest scores were used to calculate Carlos' VMI: MFS (*SS = 5*), WSR (*SS = 1*), OR (SS = 14), and PR (*SS =* 4), resulting in a VMI of 73, which demonstrated deficient performance in this area during the pre-intervention administration (Table 5). Four out of four scores increased during the post-intervention

administration. The following overall standard scores for Carlos were obtained during the post intervention administration: MFS ($SS = 10$), WSR ($SS = 14$), OR ($SS = 16$), and PR ($SS = 7$), resulting in a final VMI of 112, which falls in the Above Average Range.

Four subtests were used to calculate Carlos' NMI: FM ($SS = 1$), AVM ($SS = 11$), VSM ($SS = 8$), and MFL ($SS = 14$), resulting in an NMI of 88, which demonstrated below average performance in this area during the pre-intervention administration (Table 5). Four out of four scores increased during the post-intervention administration. The following overall standard scores for Carlos were obtained during the post-intervention administration: FM ($SS = 10$), AVM ($SS = 18$), VSM ($SS = 13$), and MFL ($SS = 17$), resulting in an NMI of 130, which demonstrated superior performance in this area during the post-intervention administration.

Overall, Carlos increased in performance in all eight subtests during the post-intervention administration (Figure 3). Carlos demonstrated a CMI of 112 pre-intervention in the above average range, which increased to 124 post-intervention, which falls in the Superior Range (Figure 4).

Table 5 summarizes the standard scores and qualitative descriptors for pre- and post- intervention for Carlos.

Table 5

Carlos Standard Scores TOMAL-2

Domain	Pre-Int.	68% CI	Descriptor[1]	Post-Int.	68% CI	Descriptor
Memory of Stories	5	3.8-6.2	D	10*	8.8-11.2	AV
Word Selective Reminding	1	-0.02-2.02	VD	14*	12.98-15.02	AA
Object Recall	14	12.73-15.27	AA	16	14.73-17.27	S
Paired Recall	4	2.88-5.12	D	7*	5.88-8.12	BA
Facial Memory	1	-0.69-2.69)	VD	10*	8.31-11.69	AV
Abstract Visual Memory	11	10.34-11.66	AV	18*	17.34-18.66	VS
Visual Sequential Memory	8	7.01-8.99	AV	13*	12.01-13.99	AV
Memory for Location	14	13.06-14.94	AA	17*	16.06-17.94	VS
Verbal Memory Index	73	69.03-76.97	D	112*	108.03-115.97	AA
Nonverbal Memory Index	88	83.98-92.02	BA	130*	125.98-134.02	S
Composite Memory Index	78	74.78-81.22	D	124*	120.78-127.22	S

[1] Qualitative Descriptors: AV= Average, AA= Above Average, BA=Below Average, S= Superior, VS=Very Superior, D=Deficient, VD=Very Deficient
* Gain exceeds the 68% confidence Interval

Dora. Four subtest scores were used to calculate Dora's VMI: MFS (*SS = 5*),

WSR (*SS = 6*), OR (SS = 10), and PR (*SS = 1*), resulting in a VMI of 70, which

demonstrated deficient performance in this area during the pre-intervention

administration (Table 6). One of the four scores increased, two of the four remained

constant, and one of the four decreased during the post-intervention administration. The

following overall standard scores for Dora were obtained during the post-intervention

administration: MFS (*SS* = 5), WSR (*SS* = 4), OR (*SS* = 12), and PR (*SS* = 1), resulting in

a final VMI of 70, which falls in the Deficient Range.

Four subtests were used to calculate Dora's NMI: FM (*SS* = 1), AVM (*SS* = 7),

VSM (*SS* = 5), and MFL (*SS* = 4), resulting in a NMI of 59, which demonstrated very

deficient performance in this area during the pre-intervention administration (Table 6).

One of four scores increased, one score remained constant, and two scores decreased

during the post-intervention administration. The following overall standard scores for

Dora were obtained during the post- intervention administration: FM (*SS* = 1), AVM (*SS*

= 6), VSM (*SS* = 4), and MFL (*SS* = 5), resulting in an NMI of 57, which demonstrated

very deficient performance in this area during the post-intervention administration.

Overall, two of the eight subtests increased in the post-intervention

administration, three of the eight remained constant, and three scores decreased from the

pre- and post-intervention administrations (Figure 3). Dora demonstrated a CMI of 59

pre-intervention, which decreased to 58 post-intervention, both scores falling in the Very

Deficient Range (Figure 4).

Table 6 summarizes the standard scores and qualitative descriptors for pre- and post- intervention for Dora.

Table 6

Dora Standard Scores TOMAL-2

Domain	Pre-Int.	68% CI	Descriptor[1]	Post-Int.	68% CI	Descriptor
Memory of Stories	5	3.8-6.2	D	5	3.8-6.2	AV
Word Selective Reminding	6	4.95-7.05	VD	4	2.98-5.02	AA
Object Recall	10	8.77-11.23	AA	12	10.73-13.27	S
Paired Recall	1	-0.16-2.16	D	1	-0.12-2.12	BA
Facial Memory	1	-0.72-2.72	VD	1	-0.69-2.69	AV
Abstract Visual Memory	7	6.3-7.7	AV	6	5.34-6.66	VS
Visual Sequential Memory	5	3.61-6.39	AV	4	3.01-4.99	AV
Memory for Location	4	3.13-4.87	AA	5	4.06-5.94	VS
Verbal Memory Index	70	66.03-73.97	D	70	66.03-73.97	AA
Nonverbal Memory Index	59	54.60-63.40	BA	57	52.98-61.02	S
Composite Memory Index	59	55.65-62.35	D	58	54.78-61.22	S

[1] Qualitative Descriptors: AV= Average, AA= Above Average, BA=Below Average, S= Superior, VS=Very Superior, D=Deficient, VD=Very Deficient
* Gain exceeds the 68% confidence Interval

Overall TOMAL Results

All participants increased or remained the same in at least five areas of memory, with

three out of the four demonstrating increases or maintenance in at least six areas of

memory out of the eight total areas. Carlos increased in all eight-core indexes (Figure 3).

Three out of four of the participants increased in their overall Composite Memory Index

(Figure 4).

TOMAL-ANTONIO

TOMAL-BENITO

STANDARD SCORES

TOMAL-CARLOS

TOMAL-DORA

SUBTEST

Memory of Stories, Word Selective Reminding, Object Recall, Paired Recall, Facial Memory, Abstract Visual Memory, Visual Sequential Memory, Memory for Location

Pre-Intervention
Post-Intervention
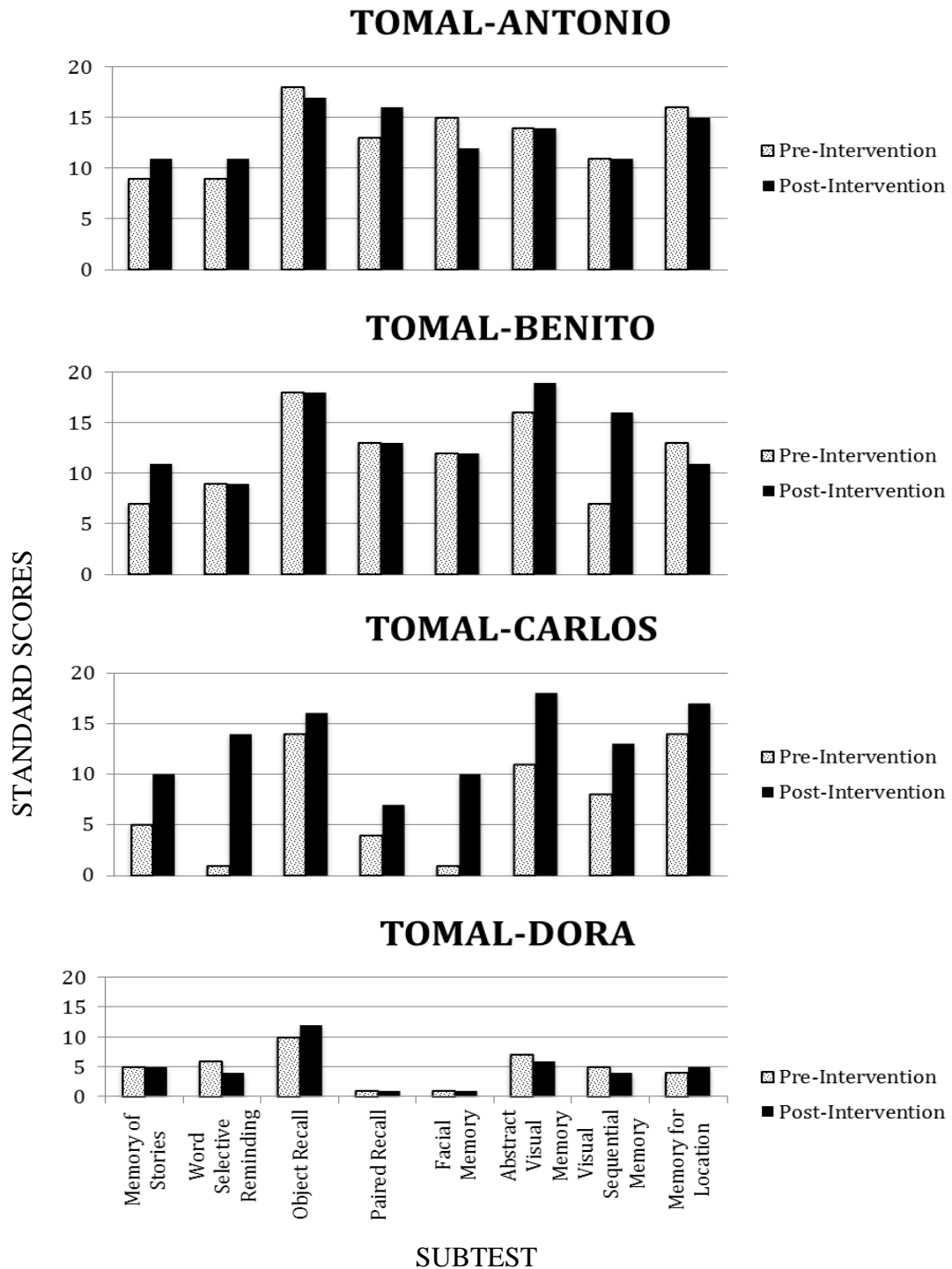
Figure 3. TOMAL Standard Scores on Subtests. TOMAL Pre-Intervention
Administration Scores (▨), TOMAL Post-Intervention Administration Scores (■)

80

TOMAL INDEX-ANTONIO

TOMAL INDEX-BENITO

TOMAL INDEX-CARLOS

TOMAL INDEX-DORA

PERFORMANCE
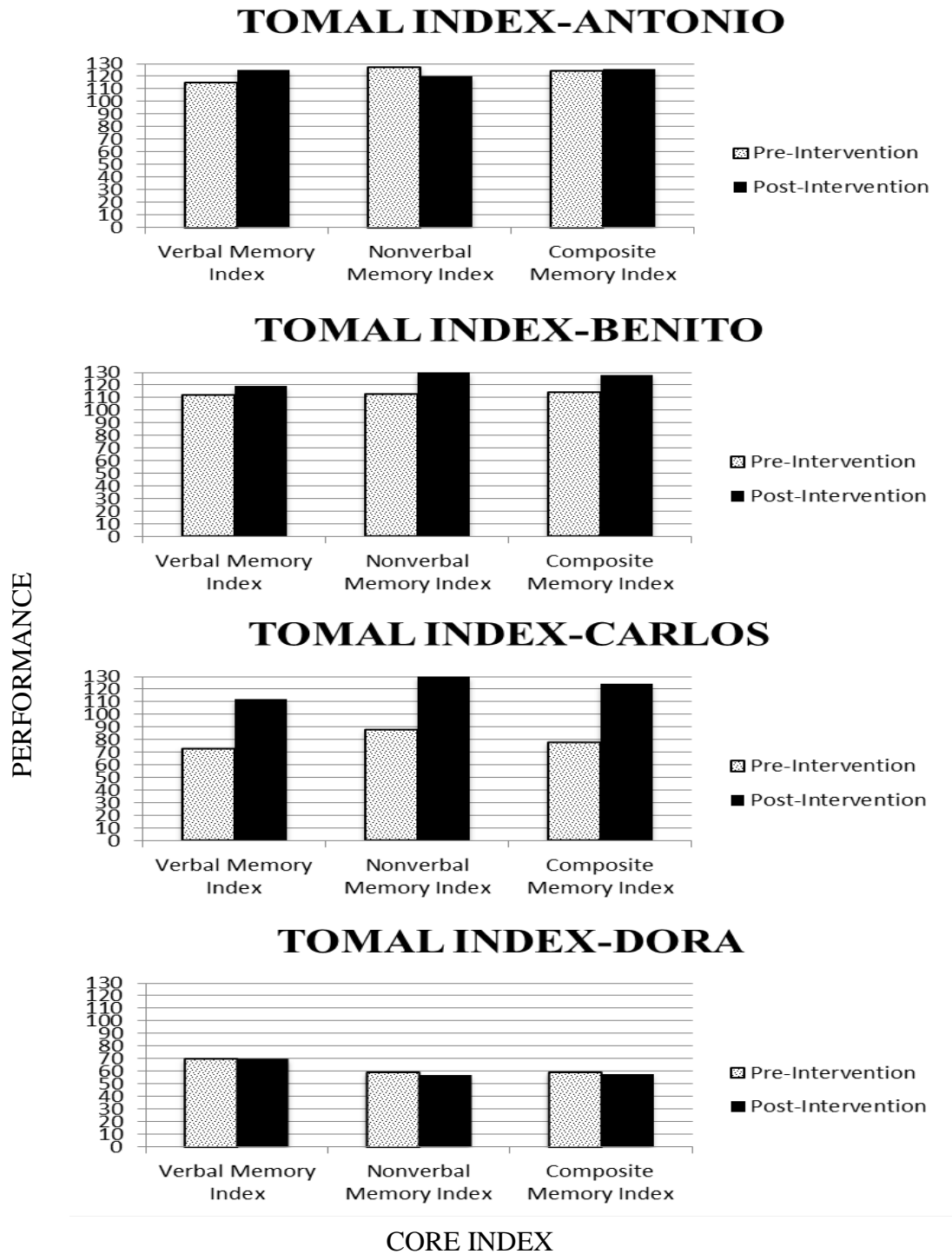
CORE INDEX

Figure 4. TOMAL Core Index Scores. TOMAL Pre-Intervention Core Index Scores (◩), TOMAL Post-Intervention Core Index Scores (■)

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Results for Research Question 3

Will teaching the CFK program result in an increase in level and slope of on-task

performance in the academic setting as demonstrated by classroom observation of each

participant the following day after the intervention has been conducted?

On-Task Behavior Results

In response to Research Question 3, participants' on-task behaviors were

observed in the classroom for an average of 15 minutes using 15-second time sampling

within that time period. On-task classroom behavior was measured as being either

"engaged" or "not engaged" throughout each session, and an overall percentage was

created from that data for the session.

Antonio. Antonio's demonstrated on-task classroom behavior across baseline

sessions (Figure 5) was moderate ($M = 78.33$, $SD = 15.77$). During the five sessions in

baseline, Antonio demonstrated a slight increase in on-task behavior, starting with

91.67% and increasing to 95%. There was a slight upward trend and high variability

across baseline sessions. Overall, the data in baseline established a consistent pattern

across the five sessions.

Upon introduction of the CFK program (Figure 5), Antonio had a change in level

between baseline ($M = 78.33$, $SD = 15.77$) and treatment ($M = 89.47$, $SD = 12.34$).

Antonio had a slight increase in on-task classroom behavior from 95 to 96.15%; however,

there was a decrease in performance for sessions 7, 8, and 9, which followed a two-week

school-wide intersession that interrupted the CFK program activities. Session 10

increased to 100% and there was an increase throughout the treatment phase with an

upward trend; five data points were at 100% in the treatment phase. The data in treatment had high variability along the increasing trend line. Six of 16 sessions in treatment exceeded the highest point in baseline of 95% resulting in a PND of 37.50% for Antonio, demonstrating ineffectiveness due to the relatively high levels of on-task behavior during baseline (Scruggs, Mastropieri, & Castro, 1987). Overall, the data in the intervention phase were more consistent than baseline.

Benito. Benito's demonstrated on-task classroom behavior across baseline sessions (Figure 5) was high ($M = 81.08$, $SD = 15.85$). During the seven sessions in baseline, Benito demonstrated a high variability in his demonstrated on-task behaviors, starting with 75%, decreasing to 48.33% for session 6, and then increasing back up to 91.94% for session 7. There was no trend and high variability across baseline sessions.

Upon introduction of the CFK program (Figure 5), Benito had a change in level between baseline ($M = 81.08$, $SD = 15.85$) and treatment ($M = 86.02$, $SD = 12.63$). Benito had a steady increase in on-task classroom behavior from 91.94% in baseline to 100% in the treatment phase with a slight upward trend, with five data points at 95% or higher. The data demonstrated an overall upward trend. Five of 13 sessions in treatment exceeded the highest point in baseline of 94% resulting in a PND of 38.46% for Benito, demonstrating ineffectiveness due to the relatively high levels of on-task behavior during baseline (Scruggs et al., 1987). Overall, the data in the intervention phase were more consistent than baseline.

Carlos. Carlos' demonstrated on-task classroom behavior across baseline sessions (Figure 5) was high ($M = 90.86$, $SD = 11.79$), reaching the ceiling in the baseline phase.

During the nine sessions in baseline, Carlos demonstrated an increase in on-task behavior, starting with 68.33% and increasing to 100%. Baseline data collected demonstrated that on-task behavioral data had slight variability across sessions. Overall, the data in baseline established a consistent pattern across the eight sessions.

Upon introduction of the CFK program (Figure 5), Carlos had a change in level between baseline (M = 90.86, SD = 11.79) and treatment (M = 95.85, SD = 4.86). Carlos did not demonstrate an increase in on-task classroom behavior from baseline session 9 (100%) to treatment session 10 (100%) and continued to demonstrate high performance levels of 100% during treatment phase, with four data points at 100%. The data demonstrated low variability during treatment, with all data points being above 88%. Zero of 9 sessions in treatment exceeded the highest point in baseline of 100% resulting in a PND of 0.00% for Carlos; no overall or consistent increase can be noted due to the relatively high levels of on-task behavior during baseline. Overall, the data in the intervention phase was more consistent than baseline with low variability.

Dora. Dora's demonstrated on-task classroom behavior across baseline sessions (Figure 4) was high (M = 93.97, SD = 8.26), reaching the ceiling in the baseline phase. During the 11 sessions in baseline, Dora demonstrated an increase in on-task behavior, starting with 73.33% and increasing to 95.08%. Baseline data collected demonstrated that on-task behavioral data had low levels of variability across sessions. Overall, the data in baseline established a consistent pattern across the 11 sessions.

Upon introduction of the CFK program (Figure 5), Dora had a change in level between baseline (M = 93.97, SD = 8.26) and treatment (M = 98.86, SD = 2.03). Dora did

not demonstrate a significant increase in on-task classroom behavior from baseline

session 11 (95.08%) to treatment session 12 (100%) and continued to demonstrate high

performance levels of 100% during treatment phase, with six data points at 100%. The

data in treatment had moderate variability along the increasing trend line. Zero of eight

sessions in treatment exceeded the highest point in baseline of 100% resulting in a PND

of 0.00% for Dora; no overall or consistent increase can be noted due to the relatively

high levels of on-task behavior during baseline. Overall, the data in the intervention

phase was more consistent than baseline with low variability.
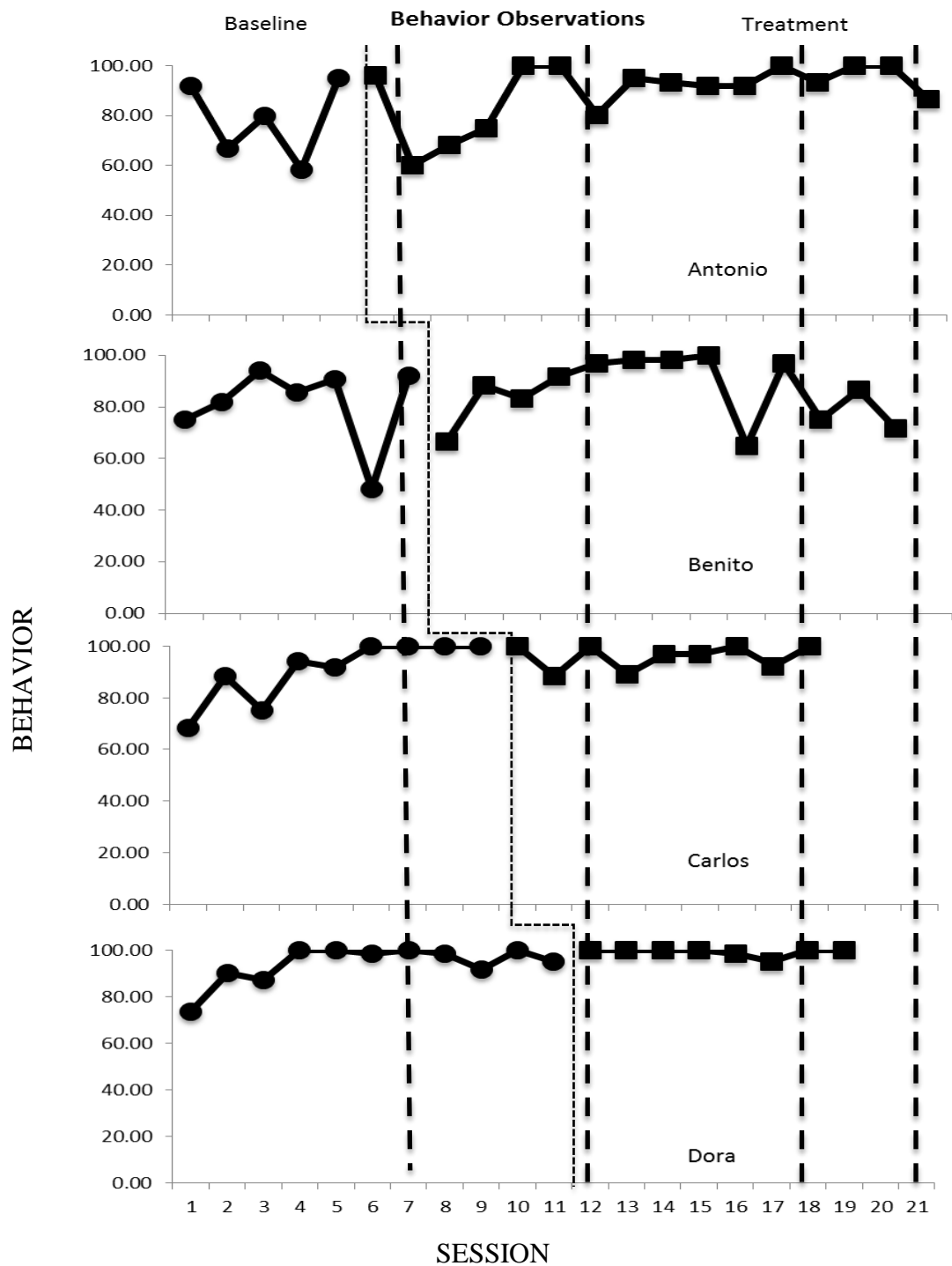
Figure 5. On-task behavior observations. On task behavior across baseline (●), On-task behavior during treatment of the CFK Program(■), Interruptions to treatment (longer than a week) (▬ ▬)

Overall Behavior Results

Based on the visual analysis, due to the relatively high levels of on-task behavior during baseline, there was no evidence of effectiveness (Kratochwill, Hitchcock, Horner, Levin, Odom, Rindskopf, & Shadish, 2010), as one out of four students with disabilities increased their on-task behavior after participating in the CFK program. During baseline, participants had a ($M = 86.06$, $SD = 3.64$) of demonstrated on-task classroom behavior, which increased in level to ($M = 93.67$, $SD = 5.44$) of demonstrated on-task classroom behavior after the CFK program intervention (Table 7). For the majority of participants, the trend lines were flat in all the phases, except Carlos and Dora demonstrating a slightly upward trend in their baseline phases (Figure 4). While data for Antonio and Benito show moderate variability, Carlos and Dora had low variability reaching the ceiling in their baseline phases (Figure 5). There was no immediacy of effect for any of the students. The overall mean Percent of Non-Overlapping Data (PND) was calculated to be 18.99%; no overall or consistent increase can be noted due to the relatively high levels of on-task behavior during baseline (Scruggs et al., 1987) (Table 7).

Table 7 summarizes the percentage of on-task behavior as well as the PND for on-task behavior across all participants.

Table 7

On-Task Student Behavior Percentages

Behavior	Baseline *M*	Baseline *SD*	Max Possible	Treatment *M*	Treatment *SD*	*PND*
Antonio	78.33	15.77	100.00	89.47	12.34	37.50
Benito	81.08	15.85	100.00	86.02	12.63	38.46
Carlos	90.86	11.79	100.00	95.85	4.86	0.00
Dora	93.97	8.26	100.00	99.15	1.79	0.00
Total	86.06	3.64	100.00	93.67	5.44	18.99

Results for Research Question 4

Will the CFK program lead to an increase in level and slope of the physical fitness of the participants as measured by the benchmark fitness movements: burpees, sit-ups, and jump rope (singles)?

Fitness Test Results

In response to Research Question 4, participants' fitness was measured by three different benchmark fitness movements: burpees, sit-ups, and jump rope (singles).   Each session, the fitness activity was measured for one minute and an individual score was recorded for each fitness activity. Fitness activities were measured as complete repetition or the participant received a no rep if the activity was not completed. Each fitness activity had a clear and consistent beginning and end as defined in Chapter 3. Based on the visual analysis, there was moderate evidence of effectiveness for sit-ups as three out of the four participants increased their physical fitness performance after participating in the CFK program; however, there was no evidence for burpees or jump rope (Kratochwill et al., 2010). A PND of 54.93% was calculated across all three fitness activities,

demonstrating questionable effectiveness of the intervention as a whole (Scruggs et al.,

1987). There was no immediacy of effect demonstrated across the activities for the

participants, which is to be expected with physical fitness activities.

Burpees

       Antonio. Antonio's demonstrated fitness performance on burpees across all

baseline sessions was low ($M = 10.20$, $SD = 1.92$) (Table 8). During the five sessions in

baseline, Antonio demonstrated a slight increase in burpees, starting with seven and

increasing to 11 burpees. There was a slight upward trend with low variability across

baseline sessions. Overall, the data in baseline established a stable and consistent level

across the five sessions (Figure 6).

       Upon introduction of the CFK program (Figure 6), Antonio had a slight change in

level between baseline ($M = 10.20$, $SD = 1.92$) and treatment ($M = 13.65$, $SD = 2.74$).

Antonio had a gradual increase in burpees from 12 to 19 throughout the CFK

intervention, with the highest point being 21 burpees on session 13. The data in treatment

had moderate variability along the increasing trend line. In treatment, 15 of 23 sessions

exceeded the highest point in baseline of 12 resulting in a PND of 65.22% for Antonio,

demonstrating questionable effectiveness of the intervention (Scruggs et al., 1987).

Overall, the data in the intervention phase were slightly higher than baseline.

       Benito. Benito demonstrated fitness performance on burpees across all baseline

sessions was low ($M = 6.71$, $SD = 1.38$) (Table 8). During the seven sessions in baseline,

Benito demonstrated a slight increase in burpees, starting with four and increasing to

seven burpees. There was a slight upward trend with low variability across baseline

sessions. Overall, the data in baseline established a stable and consistent pattern across

the seven sessions (Figure 6).

Upon introduction of the CFK program (Figure 6), Benito had a slight change in

level between baseline ($M = 6.71$, $SD = 1.38$) and treatment ($M = 8.84$, $SD = 2.71$).

Benito had a gradual increase in burpees from eight to 10 throughout the CFK

intervention, with the highest point being 16 burpees on session 19. The data in treatment

had moderate variability along the increasing trend line. In treatment, nine of 19 sessions

exceeded the highest point in baseline of eight resulting in a PND of 47.37% for Benito,

demonstrating ineffectiveness (Scruggs et al., 1987). Overall, the data in the intervention

phase were slightly higher than baseline.

Carlos. Carlos' demonstrated fitness performance on burpees across baseline

sessions was high ($M = 10.33$, $SD = 4.47$) (Table 8). During the nine sessions in baseline,

Carlos demonstrated an increase in burpees, starting with seven and increasing to 16

burpees. There was a high upward trend with low variability as compared to the trend line

across baseline sessions. Overall, the data in baseline established an upward trend across

the nine sessions (Figure 6).

Upon introduction of the CFK program (Figure 6), Carlos had a change in level

between baseline ($M = 10.33$, $SD = 4.47$) and treatment ($M = 15.79$, $SD = 3.93$). Carlos

had a slight increase in burpees, with the highest point being 25 burpees on session 12.

The data in treatment had high variability along the trend line. In treatment, two of 14

sessions exceeded the highest point in baseline of 19, resulting in a PND of 14.29% for

Carlos, demonstrating ineffectiveness, due to two elevated points in baseline (Scruggs et

al., 1987). Overall, the data in the intervention phase was higher than during baseline but there was no functional relation in performance on burpees.

Dora. Dora's demonstrated fitness performance on burpees across baseline sessions was low ($M = 5.73$, $SD = 1.85$) (Table 8). During the 11 sessions in baseline, Dora demonstrated a slight increase in burpees starting with 3, increasing to 6 during baseline sessions. Baseline data collected demonstrated that performance on burpees for Dora had low levels of variability across sessions. Overall, the data in baseline established a stable and consistent pattern across the 11 sessions (Figure 6).

Upon introduction of the CFK program (Figure 6), Dora had a change in level between baseline ($M = 5.73$, $SD = 1.85$) and treatment ($M = 9.80$, $SD = 3.28$). There was an immediacy of effect between baseline and treatment for Dora. Dora demonstrated a gradual increase in sit-ups from baseline 6 for session 11 to treatment 20 during session 26, with moderate variability. In treatment, 11 of 15 sessions exceeded the highest point in baseline of 8, resulting in a PND of 73.33% for Dora, demonstrating effectiveness of the intervention (Scruggs et al., 1987). Overall, the data in the intervention phase was higher than during baseline.
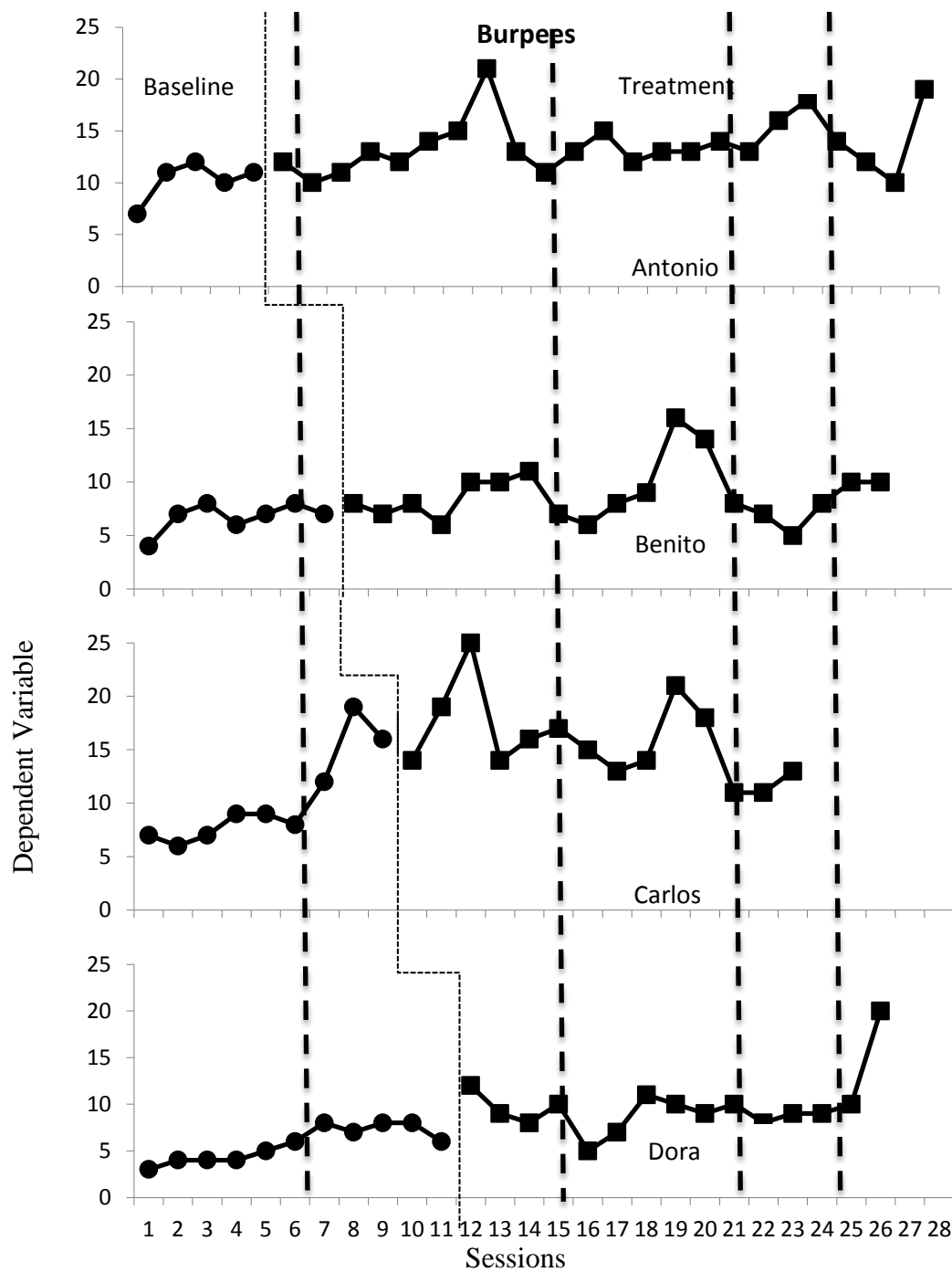
Figure 6. Burpee Physical Fitness Performance. Burpee performance across baseline (●) Burpee performance during treatment of the CFK Program(■), Interruptions to treatment (longer than a week) (– –)

Overall Burpee Results

During baseline, participants had a mean of 8.24 ($SD = 2.41$) of demonstrated fitness on burpees, which increased in level to a mean of 12.02 ($SD = 3.17$) of demonstrated fitness on burpees during the CFK program intervention (Table 8). Both baseline and treatment demonstrated an upward trend in performance across all four participants (Figure 6). Overall phases had a slight upward trend; most of them had high variability. There was slight immediacy of change and, for all participants there was high overlap in the data. Average PND across all participants was 50.05%, demonstrating questionable effectiveness of the intervention (Scruggs et al., 1987) (Table 8).

Table 8 summarizes the fitness performance across participants on burpees.

Table 8

Fitness Performance on Burpees

Burpees	Baseline *M*	Baseline *SD*	Treatment *M*	Treatment *SD*	*PND*
Antonio	10.20	1.92	13.65	2.74	65.22
Benito	6.71	1.38	8.84	2.71	47.37
Carlos	10.33	4.47	15.79	3.93	14.29
Dora	5.73	1.85	9.80	3.28	73.33
Total	8.24	2.41	12.02	3.17	50.05

Sit-ups

        Antonio. Antonio demonstrated a moderate level of performance on sit-ups across baseline sessions ($M = 19.00$, $SD = 5.96$) (Table 9). During the five sessions in baseline, Antonio demonstrated a slight increase in sit-ups, starting with 11 and increasing to 15 sit-ups. There was a flat trend with moderate variability across baseline sessions. Overall, the data in baseline established a consistent flat trend across the five sessions (Figure 7).

        Upon introduction of the CFK program (Figure 7), Antonio had a change in level between baseline ($M = 19.00$, $SD = 5.96$) and treatment ($M = 27.43$, $SD = 7.28$). Antonio had a significant increase in sit-ups from 19 to 40 throughout the CFK intervention, with the highest point being 40 sit-ups on the last session. The data in treatment had low variability along the increasing trend line. The variability of data decreased in the second half of the treatment sessions, demonstrating a more stable performance. In treatment, 12 of 23 sessions exceeded the highest point in baseline of 25, resulting in a PND of 52.17% for Antonio, demonstrating questionable effectiveness of the intervention (Scruggs et al., 1987). Overall, the data in the intervention phase were higher than baseline, especially in the second half of treatment.

        Benito. Benito's demonstrated fitness performance on sit-ups was low during baseline sessions ($M = 10.57$, $SD = 4.79$) (Table 9). During the seven sessions in baseline, Benito demonstrated an increase in sit-ups, starting with two and increasing to 14 sit-ups. There was an upward trend with low variability along the trend line. Overall, the data in baseline established an upward trend across the seven sessions (Figure 7).

Upon introduction of the CFK program (Figure 7), Benito had a change in level between baseline ($M = 10.57$, $SD = 4.79$) and treatment ($M = 15.74$, $SD = 7.41$). Benito had a gradual increase in burpees from 15 to 19 throughout the CFK intervention, with the highest point being 29 sit-ups on session 20. The data in treatment had high variability along the increasing trend line. In treatment, 10 of 19 sessions exceeded the highest point in baseline of 15 resulting in a PND of 52.63% for Benito, demonstrating questionable effectiveness of the intervention (Scruggs et al., 1987). Despite the high variability, Benito performance in the second half of treatment was relatively higher than baseline.

Carlos. Carlos demonstrated moderate performance on sit-ups across baseline sessions ($M = 20.33$, $SD = 2.35$) (Table 9). During the nine sessions in baseline, Carlos demonstrated an increase in sit-ups, starting with 20 and increasing to 22 sit-ups. There was a slight upward trend with low variability across baseline sessions. Overall, the data in baseline established a consistent pattern across the nine sessions (Figure 7).

Upon introduction of the CFK program (Figure 7), Carlos had no change in level between baseline ($M = 20.33$, $SD = 2.35$) and treatment ($M = 22.29$, $SD = 5.46$). Carlos had a slight gradual increase in sit-ups from 20 to 30 throughout the CFK intervention, with the highest point being 30 sit-ups on sessions 17 and 23. The data in treatment had high variability along the increasing trend line. In treatment, six of 14 sessions exceeded the highest point in baseline of 23, resulting in a PND of 42.86% for Carlos, demonstrating ineffectiveness due to relatively high fitness performance in the baseline condition (Scruggs et al., 1987).

Dora. Dora's demonstrated fitness performance on sit-ups across the baseline sessions was low ($M = 0.09$, $SD = 0.30$) (Table 9). During the 11 sessions in baseline, Dora demonstrated a flat trend line with no increase in sit-ups, starting with 0, increasing to 1 for session 2 but then remaining at 0 for the remaining nine baseline sessions. Baseline data collected demonstrated that performance on sit-ups for Dora had no variability across sessions. Overall, the data in baseline established a stable and consistent pattern across the 11 sessions (Figure 7).

Upon introduction of the CFK program (Figure 7), Dora had a great change in level between baseline ($M = 0.09$, $SD = 0.30$) and treatment ($M = 7.53$, $SD = 8.06$). Dora demonstrated a significant increase in sit-ups from 0 sit-ups during baseline session 11 to 21 sit-ups during treatment session 26. There was a high upward trend demonstrated for Dora on sit-ups. In treatment, 10 of 15 sessions exceeded the highest point in baseline of one resulting in a PND of 66.67% for Dora, demonstrating questionable effectiveness of the intervention (Scruggs et al., 1987). Overall, the data in the intervention phase was higher than during baseline especially during the second half of the treatment phase.
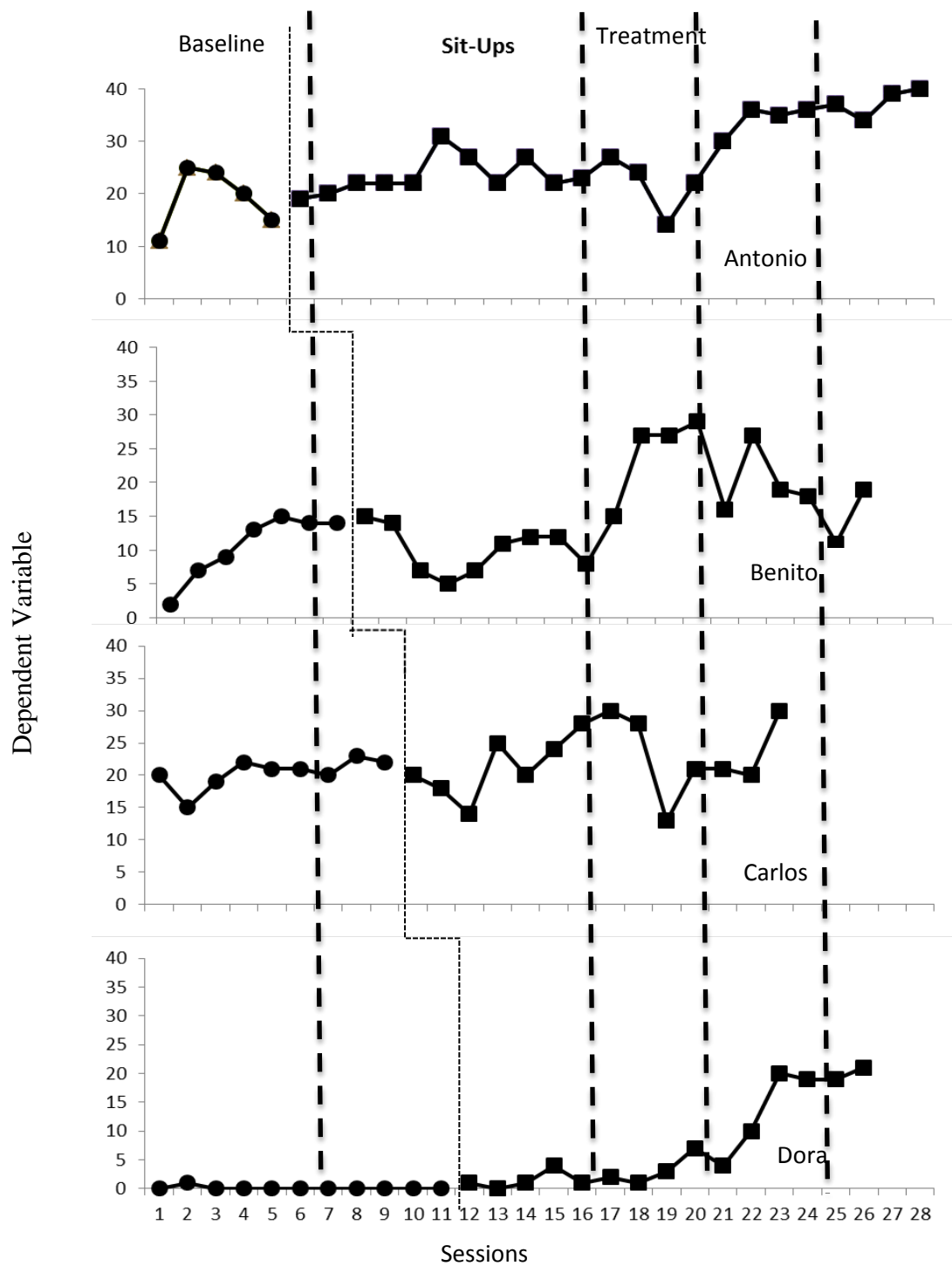
Figure 7. Sit-ups Physical Fitness Performance. Sit-ups performance across baseline
(●) Sit-ups performance during treatment of the CFK Program(■), Interruptions to
treatment (longer than a week) (■ ■ ■)

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Overall Sit-ups Results

During baseline, participants had a mean of 12.50 (*SD* = 3.35) of demonstrated

fitness on sit-ups, which increased in level to a mean of 18.25 (*SD* = 7.05) of

demonstrated fitness on sit-ups during the CFK program intervention (Table 9). For two

out of four participants, there was a flat trend in baseline with an upward trend during

treatment; for the other two participants, there was an upward trend during baseline and

treatment (Figure 7). For three out of four participants, the data demonstrated moderate

variability (Figure 7). There was high overlap for three out of four participants; average

PND across all students was 53.58%, demonstrating questionable effectiveness (Scruggs

et al., 1987) (Table 9). Consistently, the data in the second half of treatment phase was

higher for three out of four participants (Figure 7).

Table 9 summarizes the fitness performance across participants on sit-ups.

Table 9

Fitness Performance on Sit-ups

Sit-Ups	Baseline *M*	Baseline *SD*	Treatment *M*	Treatment *SD*	*PND*
Antonio	19.00	5.96	27.43	7.28	52.17
Benito	10.57	4.79	15.74	7.41	52.63
Carlos	20.33	2.35	22.29	5.46	42.86
Dora	0.09	0.30	7.53	8.06	66.67
Total	12.50	3.35	18.25	7.05	53.58

Jump Rope

      Antonio. Antonio's demonstrated fitness performance on jump rope across baselines sessions was low ($M = .40$, $SD = .55$) (Table 10). During the five sessions in baseline, Antonio demonstrated a flat trend with no real increase in completed jump ropes, starting with 0 and increasing to 1 jump rope. There was no variability across baseline sessions. Overall, the data in baseline established a stable and consistent pattern across the five sessions (Figure 8).

      Upon introduction of the CFK program (Figure 8), Antonio had a great change in level between baseline ($M = .40$, $SD = .55$) and treatment ($M = 11.26$, $SD = 8.99$). Antonio had a gradual increase in jump ropes from one to 16 throughout the CFK intervention, with the highest point being 30 jump ropes on session 20. The data in treatment had high variability along the increasing trend line as the participant increased speed of jump ropes on session 21 and decreased to 6 jump ropes. However, upon transitioning to the new form, a consistent upward trend was established and the participant increased from 6 jump ropes to 16 by session 28. In treatment, 22 of 23 sessions exceeded the highest point in baseline of one resulting in a PND of 95.65% for Antonio, demonstrating very effective performance in response to the intervention (Scruggs et al., 1987). Overall, the data in the intervention phase was higher than baseline in both treatment and treatment modified.

      Benito. Benito's demonstrated fitness performance on jump rope across baseline session was low ($M = .29$, $SD = .49$) (Table 10). Across the seven sessions in baseline, Benito demonstrated flat trend and no real increase in completed jump ropes, starting

with 0 and increasing to 1 jump rope. There was no variability across baseline sessions. Overall, the data in baseline established a stable and consistent pattern across the seven sessions (Figure 8).

Upon introduction of the CFK program (Figure 8), Benito had a great change in level between baseline ($M = .29$, $SD = .49$) and treatment ($M = 6.16$, $SD = 6.63$). Benito had a gradual increase in jump ropes in the first half of treatment with a rapid increase during the second half of treatment, from 0 to 26 throughout the CFK intervention, with the highest point being 26 completed jump ropes on the last session. The data in treatment had high variability along the increasing trend line. In treatment, 15 of 19 sessions exceeded the highest point in baseline of one resulting in a PND of 78.95% for Benito, demonstrating effectiveness of the intervention (Scruggs et al., 1987). Overall, the data in the intervention phase was higher than baseline.

Carlos. Carlos' demonstrated fitness performance on jump ropes across baseline sessions was low ($M = 3.78$, $SD = 2.64$) (Table 10). During the nine sessions in baseline, Carlos demonstrated an increase in jump ropes, starting with two and increasing to 23 jump ropes. There was a rapid upward trend with some variability across baseline sessions. Overall, the data in baseline did not establish a consistent pattern across the nine sessions (Figure 8).

Upon introduction of the CFK program (Figure 8), Carlos had a slight change in level between baseline ($M = 3.78$, $SD = 2.64$) and treatment ($M = 9.07$, $SD = 6.92$). Carlos had an upward trend in the treatment phase with high variability along the increasing trend line. In treatment, seven of 14 sessions exceeded the highest point in

baseline of eight resulting in a PND of 50.00% for Carlos, demonstrating questionable

effectiveness of the intervention (Scruggs et al., 1987). Overall, the data in the

intervention phase was slightly higher than during baseline.

      Dora. Dora's demonstrated fitness performance on jump ropes was high across

baseline sessions ($M = 11.91$, $SD = 6.91$) (Table 10). Across the 11 sessions in baseline,

Dora demonstrated a rapid upward trend with an increase in jump ropes starting with two,

increasing to 13 during baseline sessions. Baseline data collected demonstrated that

performance on sit-ups for Dora had moderate levels of variability along the trend line.

Overall, the data in baseline established an improved pattern across the 11 sessions

(Figure 8).

      Upon introduction of the CFK program (Figure 8), Dora had a slight change in

level between baseline ($M = 11.91$, $SD = 6.91$) and treatment ($M = 17.67$, $SD = 7.34$).

Dora demonstrated an upward trend with high variability from baseline session 11 (13) to

treatment session 26 (20). In treatment, three of 15 sessions exceeded the highest point in

baseline of 23, resulting in a PND of 20.00% for Dora, demonstrating ineffectiveness of

the intervention due to relatively high fitness performance in the baseline condition

(Scruggs et al., 1987). Overall, the data in the intervention phase was not higher due to an

upward trend in baseline.
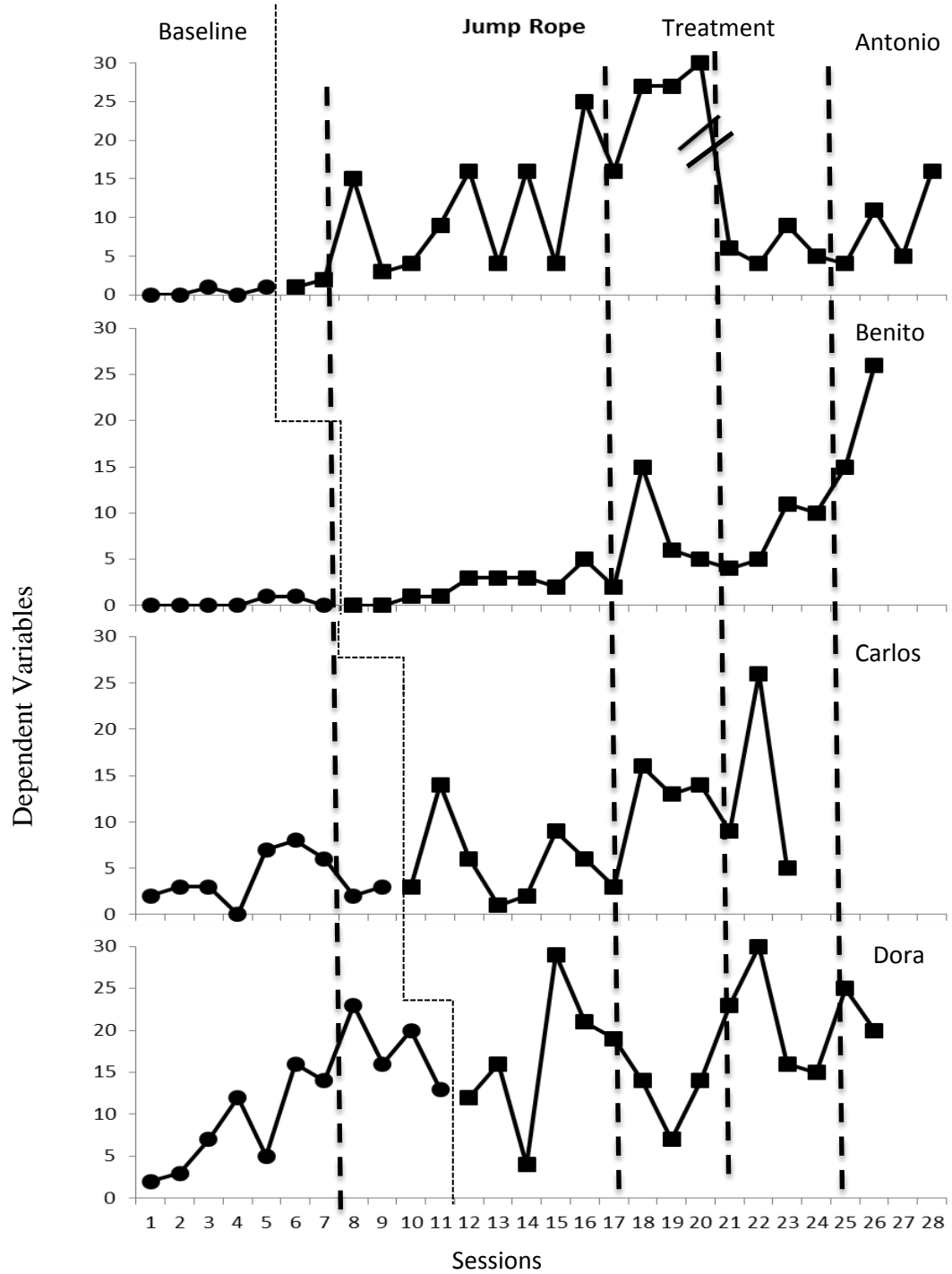
Figure 8. Jump rope Physical Fitness Performance. Jump rope performance across baseline (●) Jump rope performance during treatment of the CFK Program (■), Interruptions to treatment (longer than a week) (■ ■ ■), change in form (⁄⁄)

Overall Jump Rope Results

During baseline, participants had a mean of 4.10 (SD = 2.65) of demonstrated

fitness on jump rope, which increased in level to a mean of 11.04 (SD = 7.47) of

demonstrated fitness on jump rope during the CFK program intervention (Table 10). The

trend for two out of four participants was flat in baseline and an upward trend during

treatment (Figure 8). For the other two participants, it was upward during baseline and

treatment (Figure 8). For two out of four participants, there was no variability in baseline

and high in treatment; for the other two, there was high variability in both phases (Figure

8). There was low overlap for two out of the four participants, while there was high

overlap for the other two as there were relatively high levels of performance during the

baseline sessions. The average PND across all participants was 61.15%, demonstrating

questionable effectiveness of the intervention (Scruggs et al., 1987) (Table 10).

Consistently, two out of four participants demonstrated an increased performance during

treatment.

Table 10 summarizes the fitness performance across participants on jump rope.

Table 10

Fitness Performance on Jump Rope

	Baseline				
Jump Rope	*M*	Baseline *SD*	Treatment *M*	Treatment *SD*	*PND*
Antonio	0.40	0.55	11.26	8.99	95.65
Benito	0.29	0.49	6.16	6.63	78.95
Carlos	3.78	2.64	9.07	6.92	50.00
Dora	11.91	6.91	17.67	7.34	20.00
Total	4.10	2.65	11.04	7.47	61.15

Social Validity

Physical fitness is important to our health and overall well-being and is therefore socially important. The impact of the intervention across the variables was measured through a qualitative interview with the participants, their teachers, and their parents upon completion of the CFK program. All eight interviews consisted of seven questions that focused on the CFK program. Each individual was interviewed separately and were asked a series of seven questions. Interviews were recorded for later transcription and analysis. Verbatim transcripts were drafted after interviews were conducted. See Appendix K for full interview transcripts. Transcription was completed using the online service Transcribe Me ©. Transcriptions were then checked for any discrepancies and corrections were made to the transcripts. First, the interviewees were asked to describe their experience with CFK, and their responses were recorded and transcribed. The transcriptions were then coded by the researcher and can be found in the Appendix. The codes were synthesized into four major themes: (a) general impressions (b) what changed (c) what did they not like and (d) what should happen next.

Qualitative Analysis

After the interviews had been transcribed, the researcher read through each one and identified four key categories that emerged from the interviews. The researcher went through with a different color highlighter and highlighted text based on the following ideas or bins (Maxwell & Miller, 2010):

General impressions CFK

What changed?

What did you not like?

What should happen next?

The researcher then created substantive categories under each topic, which pulled out the overarching and repetitive responses that were given by the respondents (Maxwell, 2012). Wording from the participant's interviews was used and grouped under each category. Tally marks were also used periodically if it was an idea that was repeated across multiple participants.

Utilizing guidance provided in the Glesne (2010) and Schram (2006) text's description was used to hopefully answer the question, "What is going on here?". This study revealed a wide variety of interpretations and results; however, some concrete messages can be discussed as the data speaks for itself.

General impressions CFK

Overall, it appears that the participants felt that the CFK program was positive and beneficial. "…it seemed very positive. I liked the purpose behind it and I know Antonio was proud of their [sic] accomplishments in the program so it seemed good for

them…" (Teacher A). "I think it's just a fact that it's challenging. It challenges the kids to become more aware of taking care of their bodies, to do things better, and being more competitive…I said before it has improved their self-esteem, self-expression. They are more physical and not afraid of physical challenges. …it helped with class participation, group participation, which is a big deal because it will help them break through and being able to work with students who are academically higher than they are, and being engaged" (Teacher D). "Yeah, it's good. Oh yes, it's very good….I think so he has more chance for another club, absolutely, Benito is happy with" (Parent B). "I do like that the children are going out and having some sort of structured activity. I think that helps them keep structure in their school day, and I like that they relate it to their health and exercise….I think it's a great idea, and I would like to see more kids and maybe kids that have trouble staying on task and focusing. That might help them and maybe children who have weight issues, maybe children who have a lot of energy to get some of their energy out instead of in the classroom" (Teacher C). "I think overall (it) has been a huge impact on their life" (Teacher D).

The participants all said that the club was fun, and when asked if they wanted to continue to do CFK, they all replied yes. "I do like CrossFit and exercise and give me stuff to eat, stuff like that…it's fun…(we) do good things…They do good like you do stuff that's so fun" (Dora) "Because it's fun and I think I need to get a little bit more faster" (Antonio).   "What do you like about CrossFit? (Interviewer) The Exercise (Carlos) Why do you like the exercise? (Interviewer) It helped your blood…you get stronger (when the blood flows in your body)" (Carlos and Interviewer). "My favorite

thing about CrossFit is I like to do the jump ropes…we were doing centers in the WOD. WOD stands for workout of the day, and then we did centers with each CrossFit, like sit-ups, burpees, and we do two run laps. We also played helicopter, and we just played tail tag with the socks" (Benito).

What Changed

The interviews revealed that there were changes in behavior, academics, and memory. "I could see little by little their confidence in many skills, physically and academically. I wasn't connecting at the beginning the fact that she was getting so physical on the playground doing like monkey bars and those stuff, then be so engaged in physical activity. And that helped a lot with the academic as well because she was more open to ask questions, and you know Dora is just very introverted" (Teacher D). Teacher C noted that one of the participants behavior had changed since the club had ended, "He (was) more focused back in the fall and winter than he has been this spring…he seemed more confident in trying to at least attempt it, and now it's changed that it's stopped…he had more confidence back in the winter time" (Teacher C). While the teacher further noted that Dora, the other one that they worked with, demonstrated positive changes in writing. "…she has been writing more and she's been remembering to put end punctuation on her sentences. She seems happier about the writing process…she seems I guess, a little bit happier…so if anything she's had a positive effect at the end of the year on her academics and her happiness" (Teacher C).

Parent B noticed a lot of changes in her child after participating in CrossFit. "It's more sport for Benito because before I say, "Benito come running," and for example, he

no like bicycle. He say it very danger, but he say, "Okay, I want to try bicycle" (Parent B). "Benito is before, he no jumping, he no make a lot of exercise. But with the club, he like it and he change everything in the house…now he want to walk in the morning and the afternoon" (Parent B). Before the club she described Benito, "Only feeling tired…for example he say, 'I'm tired,'" it's always he say, 'I'm tired, mommy,' and after the club, he say, he jumping and he is more active and tell me, "Mommy, can you buy me something for jumping or for make exercise" (Parent B). She also saw changes socially, "…he having more friends and he play now soccer with a friend…he no play soccer before…yeah before he is like a little bit quiet but now he is talking more" (Parent B).

The participants noted that they felt strong and faster, and one of the participants described that he felt like it was helping him with his math and reading. "I felt so hard…my body feels good" (Dora). "It's doing things that sometimes I do like and do my homework" (Antonio) in response to the question, "How does it help with your schoolwork?"   "Well, I do. I just got sweating and I got a heartbeat…it (mind) feels better because exercising is fun…it gives you more strength…using your strength, you should try harder. I mean you should try harder and be smart. The same as your strength" (Benito). Finally, (Carlos) stated that, "I got smarter at math and reading…now I do math better…I did CrossFit and then the other day I did a test, and I got a five out of five," and the time before that he said, "I just got a four out of five." Finally, the participant also stated that physically, "I got stronger…I got faster" (Carlos).

What Did You Not Like

Neither the teachers nor the parents had much to note in the way of negative observations or comments. "No, I like" (Parent B). "No, based on Dora's experience, I think I don't have to object to anything if I see what's right. Engaged" (Teacher D). "Dislike? As long as the time is not used during critical content areas like their reading and writing, especially for me, or their math….as long as that's not an issue, then I think before or after school would be great" (Teacher C).

The participants however noted a few items that they did not like, and they were geared toward various athletic movements like running, sit-ups, or burpees. "The squat was a bit hard" (Antonio). "I think about CrossFit, that burpees get me kind of a little tired. Even sit-ups...Burpees and sit-ups….sometimes burpees and sit-ups are hard" (Benito). "Sit-ups, because they hurt my back" (Carlos). "I do not like running. I run but I don't like running because when you run, your heart go like 'boom, boom, boom, boom, boom' faster" (Dora).

What Teachers Felt Should Happen Next

The teachers had a few ideas about what should happen next, which included continuation of CFK; however, they had some ideas about adding it into other times during the day and hoping that it would be consistent and across the district. "I think it's a great idea and I'd like to see it enforced and hopefully we can incorporate it into our school system next year again" (Teacher C). "I have a lot of children with sensory issues and that's just not going to go away, but maybe it'll help alleviate a little bit to get it out, especially if there's a morning program. I think it could benefit a multitude of children. I

think it's great" (Teacher C) "I could see opening it up to more kids because I know my little guy struggles socially, making friends…include other students…other kids would really facilitate relationships" (Teacher A). "I'm sure that you guys are going to come out with a lot of good data about how good this outcome can be in the school. I am pro after-school, extra-curricular programs…like giving the student the chance to do things that they like in a safe way and what a better way to do it working with the school. It was a very unique experience for myself as well as a teacher. I hope to see you in the future program" (Teacher D).

CHAPTER FIVE

The primary purpose of this study was to investigate the functional relationship of the CFK program to an increase in level and slope of academic engagement, working memory, time-on-task, and overall physical fitness with four elementary level students with disabilities using pre- and post-assessments as well as a multiple baseline design across the four elementary-aged students who participated in this study. The use of the CFK program was examined in order to determine its relation to fitness and academics with elementary-aged students with disabilities.

Summary of Findings

Overall findings from the study relative to Kratochwill et al.'s (2010) evidence of effectiveness criteria indicate that

1. one out of four students with disabilities in this study increased their academic engagement performance scores on the RAPS-SE with three out of the four maintaining performance scores in the Optimal range both pre- and post-intervention, indicating no evidence of effectiveness in the area of academic engagement as participants were already at the ceiling for performance in pre- testing (Kratochwill et al., 2010),

2. four out of four students with disabilities in this study increased their performance scores on the TOMAL assessment for working memory

post-intervention, indicating strong evidence of effectiveness with

memory (Kratochwill et al., 2010),

3. none of four students with disabilities in this study increased their overall

time-on-task classroom behavior during intervention, indicating no

evidence of effectiveness (Kratochwill et al., 2010), and

4. three out of four students with disabilities in this study increased their

physical fitness performance on sit-ups, indicating moderate evidence of

effectiveness; however, there was no evidence for burpees or jump rope

(Kratochwill et al., 2010).

Qualitative data collected through interviews upon completion of the CFK

program of the parent, teachers, and participants revealed strong evidence of the

functional effectiveness of the CFK program. The parent, three teachers, and four

participants were interviewed and all verbalized positive perceived results and

documented improvements in the areas of academic engagement, working memory, time-

on-task, and physical fitness during the intervention.

Conclusions and Implications

In this section, the findings are discussed by the dependent variables of academic

engagement, working memory, on-task classroom behavior, and physical fitness. The four

research questions are divided and discussed in the areas as follows: academic

engagement (research question one), working memory (research question two), on-task

behavior (research question three), and physical fitness (research question four). The

qualitative interview results are discussed and infused within each of the key domains.

Academic Engagement

An engagement domain was scored for each participant in the study. That domain incorporated two separate but interrelated subdomains of student adjustment in school: 1) Ongoing Engagement with School; and 2) Reactions to Challenge (i.e., the strategies students use when faced with negative or stressful school events) (RAPS Manual, 1998). From these two scores, a Domain Level Composite Scores was obtained for overall engagement for each participant, which was the mean of the two subdomain level composites.

Participants demonstrated an overall high level of academic engagement on both the pre- and post-intervention administration of the RAPS-SE. Antonio, Benito, and Carlos all demonstrated scores in the Optimal Range on the pre- and post-intervention administration. Dora increased from High Risk on the pre-intervention administration to Optimal Range on the post-intervention administration. One out of four participants increased their academic engagement according to this measure, indicating no meaningful evidence of effectiveness in the area of academic engagement across all participants. Three out of four participants demonstrated high performance prior to intervention; however, there was still an increase in performance after the intervention, although still in the Optimal Range.

Antonio's performance on his domain level composite for overall engagement resulted in a score of 3.79 on the pre-intervention administration and increased to a 4.00 on the post-intervention administration. Both scores fell in the Optimal Range.

Benito's performance on his domain level composite for overall engagement resulted in a score of 4.00 on the pre-intervention administration and 4.00 on the post-intervention administration. Both scores fell in the Optimal Range.

Carlos' performance on his domain level composite for overall engagement resulted in a score of 4.00 on the pre-intervention administration and 4.00 on the post-intervention administration. Both scores fell in the Optimal Range.

Dora's performance on her domain level composite for overall engagement resulted in a score of 3.37 on the pre-intervention administration, which fell between the High Risk and the Optimal Range, and increased to a 4.00 on the post-intervention administration, resulting in a final score in the Optimal Range.

Similar to other studies, overall improvements were not statistically observed; the parent and teachers of the participating students perceived definite improvements in confidence, social interactions, and general leadership (Oriel et al., 2008). Possible explanations for the minimal change in improvements were the relatively high performance rates prior to intervention and ceiling effect demonstrated by two of the participants. CrossFit and the CFK is a program that increases overall confidence, self-esteem, and leadership abilities (Glassman, 2002). The RAPS-SE measures school performance and adjustment, as well as the supports and opportunities experienced by the participants in school (RAPS Manual, 1998). All of the participants liked school overall, but demonstrated varying degrees of social shyness or difficulties with peer and social acceptance. The RAPS-SE measure did not address these areas, and perhaps was not

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sensitive enough to the type of gains the participants demonstrated and, therefore, did not reveal any differences or improvements in these areas of engagement.

As noted above, the qualitative description obtained during the interviews supports the use of CFK with participants for three out of four of the participants. Most notably for Dora, "I could see little by little her confidence in many skills, physically and academically…academic she was more willing to ask questions, and you know Dora is just very introvert. She was definitely challenging herself, trying really hard." More evidence of the programs impact on Dora, "…since she started the program, she's started getting more independent…her self-esteem I think went up in a great deal. It has helped her self-expression." As well as a noticeable difference in behavior and engagement by Carlos after the CFK program was completed, "…it seems like part of him regressed…but at a standstill – in reading…he will just guess a lot…I don't know I think he just hit a stand still." While Benito was also described as increasing confidence after participating in the CFK program, both socially and physically, "…more for sport for Benito, because before I say, "Benito coming running," and for example he no like bicycle. He say it's very danger, but he say (now), "Okay, I want to try bicycle." Socially, the progress continued for Benito, "…he having more friends and he play now soccer with a friend, before he is like a little bit quiet, but now he is talking more…talking more, social more." For Antonio, although the interview did not reveal a direct relationship to improved engagement or confidence within the classroom, it was noted that, "…Antonio was proud of his accomplishments in the program so it seemed good for him."

Working Memory

The TOMAL was individually administered pre- and post-intervention, in September and then again in March, and yielded scores in eight different indexes, Memory of Stories, Facial Memory, Word Selective Reminding, Abstract Visual Memory, Object Recall, Visual Sequential Memory, Paired Recall, and Memory for Location.

All participants increased or remained the same in at least five areas of memory, with three out of the four demonstrating increases or maintenance in at least six areas of memory out of the eight total areas. Carlos increased in all eight-core indexes. Three out of four of the participants increased in their overall Composite Memory Index.

Antonio's overall performance on three of the eight TOMAL subtests increased in the post-intervention administration, two of the eight remained constant, while two scores decreased, from pre- and post-intervention administrations. Antonio demonstrated a Composite Memory Index (CMI) of 124 pre-intervention, which increased to 126 post-intervention; both scores fall in the Superior Range.

Benito's overall performance on three of the eight TOMAL subtests increased in the post-intervention administration, four of the eight remained constant, and one score decreased from the pre- and post-intervention administrations. Benito demonstrated a CMI of 114 pre-intervention in the above average range, which increased to 128 post-intervention, which falls in the Superior Range.

Carlos increased in performance in all eight subtests during the post-intervention administration. Carlos demonstrated a CMI of 112 pre-intervention in the above average range, which increased to 124 post-intervention, which falls in the Superior Range.

Dora's overall performance on two of the eight TOMAL subtests increased in the post- intervention administration, three of the eight remained constant, and three scores decreased from the pre- and post-intervention administrations. Dora demonstrated a CMI of 59 pre-intervention, which decreased to 58 post-intervention, with both scores falling in the Very Deficient Range.

The increase in memory abilities is consistent with previous research, which demonstrated positive increases in academic achievement for students participating in physical fitness activities (Blom et al., 2011; Van Dusen et al., 2011; Santiago et al., 2013). These studies demonstrated outcomes for students revealing a high correlation between the physical fitness activities and improved performance on a variety of academic assessments. The participant's performance on the TOMAL support the benefits of fitness on academic achievement and performance as three out of four of the participants increased in overall subtests and core index scores.

These findings are further supported by the qualitative description obtained during the interviews. Two out of three teachers observed perceived benefits for the participants and the use of the CFK program. Dora once again demonstrated the most effect as two of the teachers noted improvements in academics and learning for Dora during the CFK program. "She remembers the strategies that we've been teaching her and she tries to apply it…and I think the program…got her into a level where she is able to follow-up with

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the instructions." Teacher C continued to discuss Dora's progress on memory-related activities during the CFK program, "Her writing…changed a lot and she's learned a lot and she is using strategies…she has been writing more and she's been remembering to put end punctuation on her sentences. She seems happier about the writing process…" Teacher C's discussion continued with discussing Carlos' activities related to memory; however, Carlos demonstrated a change when CFK stopped. "…he (was) more focused back in the fall or winter than he has been this spring…he seemed more confident in trying to at least attempt it (reading words), and now it's changed that it's stopped." After CFK was finished, the teacher noted that, related to reading strategies and memory, "Carlos is just guessing, he's shut down now." Benito appeared to have good memory skills prior to CFK, "The memory I think so is fine because he memorize everything, for this I think so, I don't have a problem with." Finally, Antonio's teacher did not appear to notice a change either way, "Not that I noticed."

Perhaps the memory increases were due to the perceived increase in confidence the participants began to exhibit in the classroom due to the CFK program (Jones et al. 2007; Lopez-Williams et al., 2005). Similar to Tremblay (2000), a more specific assessment may be useful in determining the correlation between the physical activity and working memory. Also, the pre- and post-intervention administration may have circumvented study findings and may not have been sensitive to demonstrating student progress. Perhaps a weekly or by-session memory task would have demonstrated an even higher effect.

On-Task Behavior

Based on the visual analysis, there was no evidence of effectiveness (Kratochwill et al., 2010), as one out of four participants with disabilities increased their on-task behavior after participating in the CFK program. During baseline, participants had a ($M = 85.75$, $SD = 3.26$) of demonstrated on-task classroom behavior, which increased in level to ($M = 92.82$, $SD = 5.76$) of demonstrated on-task classroom behavior after the CFK program intervention. For the majority of participants, the trend lines were flat in all the phases, except Carlos and Dora demonstrating a slightly upward trend in their baseline phases. While data for Antonio and Benito show moderate variability, Carlos and Dora had low variability reaching the ceiling in their baseline phases. None of four students with disabilities in this study increased their overall time-on-task during intervention, indicating no evidence of effectiveness (Kratochwill et al., 2010), based on a high overall performance prior to the intervention.

Based on student performance on the RAPS-SE, it is evident that they are engaged and participate actively in the classroom with positive outlooks. We would expect this high level of on-task behavior and engagement in the classroom as the participants are motivated by school activities and their participation in those activities. Previous research demonstrates that exercise can have a positive impact on behavior areas; however, all of these participants were already demonstrating high levels of on-task behaviors prior to the intervention, indicating a low level of need for improvement in this area.

Despite these findings, the qualitative description obtained during the interviews supports the use of CFK with students for two out of four of the participants. What this

study sought to review was a decrease in off-task behavior; however, what the study actually revealed through interviews is that the participants became more socially appropriate and confident in their social interactions. Since most of the participants demonstrated appropriate classroom behaviors prior to the intervention, three of the four participants were described as "shy" or "quiet" prior to participating in the CFK program. Benito, "…before he is like a little bit quiet but now he is talking more, talking more, social more." Dora, "She was more careful, more of my little child…she was more up to me, close to me…since she started the program, she's started getting more independent." He continued, "Dora …she is very quiet student, behavior that we need to take action, you will not see…it has improved her self-esteem, self-expression. She's more physical and she's not afraid of physical challenges…they help her with the class participation, group participation…Currently, I don't have problems putting her with any group – the higher ones, middle ones, lower ones. She will always be willing to engage and collaborate." Carlos, "He gets to his seat and he stays seated more, maybe than he did before…before he seemed more confident…he had more confidence back in the winter time…he's more focused back in the fall or the winter than he has been this spring," which was once again after the club had finished.

Physical Fitness

Based on the visual analysis, there was moderate evidence of effectiveness for sit-ups as three out of the four participants increased their physical fitness performance after participating in the CFK program; however, there was no evidence for burpees or jump rope (Kratochwill et al., 2010). There was no immediacy of effect demonstrated across

the activities for the participants, as anyone who has adopted an exercise regime has probably noted, physical fitness activities rarely yield immediate results. CrossFit's own principals speak to this outcome seeking an increased work capacity, over time, as the true measure of performance improvement (Glassman, 2007). Power development occurs over time and is displayed in the output of your work within the box, which is stable, progressive, and occurs at a constant rate (Glassman, 2002).

For burpees, both baseline and treatment demonstrated an upward trend in performance across all four participants. Overall phases had a slight upward trend, most of them had high variability, there was slight immediacy of change, and, for all participants, there was high overlap in the data. Sit-ups performance, for two out four participants, was a flat trend in baseline with an upward trend during treatment; for the other two participants, there was an upward trend during baseline and treatment. For three out of four participants, the data demonstrated moderate variability. Overall for sit-ups, there was high overlap for three out of four participants. Finally, for jump rope, the trend for two out four participants was flat in baseline and an upward trend during treatment. For the other two participants, it was upward during baseline and treatment. For two out of four participants, there was no variability in baseline and high in treatment; for the other two, there was high variability in both phases. There was low overlap for two out of the four participants, while there was high overlap for the other two. Overall physical fitness revealed that three out of four participants with disabilities in this study increased their fitness performance on sit-ups, indicating moderate evidence of effectiveness; however, there was no evidence for burpees or jump rope.

The qualitative description obtained during the interviews supports the use of CFK with participants for four out of four of the participants. All four participants spoke to their improved performance on the physical fitness activities and in tracking their own progress, taking ownership of their own improved performance. Antonio felt, "…stronger and faster." Benito, "…the burpees get me kind of a little tired…while my favorite thing about CrossFit is I like to do the jump ropes." Benito answered affirmatively to the question, "And sit-ups, those are hard for you?" Carlos, liked, "The way you do jump ropes, because you can jump." However, Carlos once again found the sit-ups to be a challenge, "Interviewer: What did you like least about CrossFit? Carlos: Sit-ups." Dora stated that she too felt stronger and different, "I felt so hard…my body feels good." However, Dora did state that she did not like running. "I do not like running. I run but I don't like running…"

Ultimately though, all four participants said that they liked CrossFit and the overall exercise. Dora stated, "I like to do CrossFit like exercise…it's fun…(we) do things good. They (coaches) do good, like you do stuff that's so fun!" Carlos stated that he liked the "exercise" in CrossFit, and "It's fun!" Benito also found the exercise to be fun, "It feels better because exercising is fun…it gives you more strength." Finally, Antonio summed it up, "Because it's fun and I think I need to get a little bit more faster!" So, all four participants felt that they got stronger after participating in the CFK program, and they felt like exercise was fun after participating in the CFK program.

Limitations

Some limitations must be imposed in drawing conclusions from these data. Five major limitations of this study include fitness progression and performance, program adherence, high performance prior to intervention, participant selection, and the academic engagement measure. As previously discussed, performance and improvement on physical fitness activities takes place across various modalities and time (Glassman, 2002). Although this study was developed in a manner to address previous study limitations on the amount of time the fitness programs were implemented, results suggest that overall PNDs may have increased in a longer study, such as a full school year. The relatively high levels of performance on the academic engagement, memory, and on-task behavior assessments presented ceiling effect, which made progress difficult to demonstrate on certain measures. This high level of performance perhaps was due to the degree of convenience sampling in which the participants were selected. Program adherence became difficult with snow days, teacher workdays, absences, and two-week-long intersession breaks. Finally, the academic engagement measure itself, as previously stated, did not address the perceived areas of improvement with confidence, self-esteem, and leadership abilities.

Limitations to Fitness Progression and Performance

The length that the study took place was over a six-month period during the school year. This time frame did not yield high overall increase in results on physical fitness activities; in particular, the CFK program may not have been implemented long enough to demonstrate a substantial result. If the study had run for the full school year, it may have

allowed for more time to reveal a substantial result on the fitness activities as the

performance of all participants across activities revealed an upward trend in performance,

indicating, with more time, the study may yield better results.

Participant Selection

For the behavior and working memory, both revealed results that demonstrated a

relatively high performance prior to the implementation of the CFK program. Participant

selection criteria should be more specific and more time should be taken in selecting

participants in follow-up studies to ensure significant behavioral concerns are evident

prior to treatment. Time and access to teachers were factors in selecting participants for

this study, and, therefore, a simple criterion was established: did the participant have an

IEP, did they have a disability, and were they a student in the first through third grade. In

the post-intervention interviews, Teacher C stated that had she known, she would have

suggested participants with significant on-task behavior concerns or participants who

were struggling with discipline issues.

Program Adherence

Throughout the CFK program, there were two intersession interruptions in

treatment, which were each two weeks in length, as well as the holiday break, which was

close to a full two-week break as well, demonstrating that treatment was interrupted at

three different points during the study period. There were also teacher workdays, the

Thanksgiving holiday break, which interrupted the CFK club consistency, and, in

December and January, there were snow days that resulted in a week off from CFK on two

different occasions. These delays and interruptions to treatment had an impact on visual

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analysis of the data and performance on the fitness activities in particular, as there were clear drops in performance after the long intersession breaks. The intersession and holiday breaks did not allow for full fidelity of the CFK program, which is to be administered in a regular and consistent interval to achieve optimal fitness results.

Academic Engagement Measure

The Academic Engagement Measure did not really assess confidence or motivation, but rather focused on feelings about school. All of the participants liked school; however, they each had varying levels of social engagement. This measure was not sensitive enough to identify changes socially, as the perceived changes that the participants demonstrated with their friends and families, according to the qualitative feedback.

<div align="center">Implications for Practice</div>

Fitness, specifically the CFK program, may be useful in working with students with disabilities to improve results on academics and fitness outcomes. Providing students with fitness activities that they find to be "fun" may increase participation in physical fitness activities and, in turn, improve performance in the classroom and the community. Providing students with research-based solutions to improving their performance on physical fitness activities and therefore improve academic outcomes should be a focus for schools when developing in-school and after-school programming.

Students with disabilities in elementary school should have regular access to physical fitness activities at least two to three times per week, with high intensity and functional movement focus (CFK Manual). Fitness activities should be constantly varied

and coaching should be supportive and demonstrate a high level of positive verbal interactions to validate participant success (CFK Manual). Increased physical fitness activities either before or after school have the potential to lead to improved social outcomes and relationships for students as their confidence improves when interacting with general education same-aged peers. Fitness activities that vary in time and frequency should be utilized to improve working memory outcomes for students with disabilities.

The research from this study illustrates the potential applications in everyday teaching across a variety of settings, subject areas, and grade levels. The use of the CFK program may be extended into the classroom setting to increase educational activities through its use as a focused break from instruction. Taking a "burpee break" or a "squat for time" may provide students a needed break from instruction, while increasing their focus on instruction after completing the brief fitness break. Adding a group fitness activity for the school to engage in prior to the school day may also increase student focus in the classroom as well as positive social outcomes and increased self-efficacy. CFK can be used with students with and without disabilities, as this study demonstrated in its design.

The CFK program supports trained and qualified personnel to use its program with fidelity; however, that would not prevent some of the movements, once taught to teachers, to be used in the classroom. Sit-ups and push-ups are a basic movement, but some of the other skills, like jumping burpees, walking lunges, or spider man walks could be easily taught to teachers and how to use them in their classrooms. The CFK program

could also be used at home by parents, and, in fact, the whole family could participate in WODs. All of the information for basic CrossFit workouts can be found on the main CrossFit HQ website with related instructional videos on the movements.

One of the benefits of the CFK program is that it can be done in a small or large group of participants. CFK activities could be incorporated into large physical education classes or small individual therapy sessions. The study demonstrated its success with the students in a small group of 16 students; however, the program can be used for whole grade levels or schools if space allowed.

The CFK program would provide an opportunity for students who were working on social skills and interactions with general education peers, as its activities are inclusive of all students and encourage peer interactions and team work. The CFK program in its design allows for independent fitness activities, partner activities, and full-group activities. The activities provide opportunities for students to plan, discuss, and develop goals and strategies, and, ultimately, results in positive fitness outcomes. These interactions are invaluable to building confidence and leadership skills in its participants. Finally, the cheer and group dynamics that are a part of the CFK program support the inclusion of all students, with and without disabilities, and speaks to a supportive group that develops positive peer relationships.

Future Study

A strong need exists for continued research of physical fitness and improved academic engagement, working memory, time-on-task behavior, and fitness in students with disabilities. Future research should examine the use of CFK with a population that

exhibits more intensive behavioral needs and seek participants at different grade levels, such as pre-school, middle, and high school. A study with a control group designed to investigate the use of the CFK program with students with disabilities would provide information on its use for students with and without disabilities. To identify the true impact of the CFK program on student engagement and outlook, a more sophisticated measurement for pre- and post-assessments would be beneficial. It is also recommended that a different pre- and post-assessment to access the full impact of the CFK program on students with disabilities performance on academics, either through a standardized assessment or an ongoing academic activity, would provide more information on the benefits of the CFK program on working memory and overall academic achievement. Schools may want to consider incorporating the CFK program into daily physical fitness activities either before or after school or classroom transition times, to increase social, academic, and fitness outcomes for students with disabilities. This study reveals that fitness alone may not improve overall results for students academically; however, the complexity of fitness and fitness programs and their impact on academics and engagement cannot be ignored and should be examined further.

Summary

The findings in this study reveal mixed results that children with disabilities can improve fitness outcomes and academics through the use of CFK program. At the time of this study, no previous studies could be found that had investigated the CFK program with students with disabilities. Qualitative responses about the implementation of the CFK program reveal positive perceived results about the use of CFK on all areas,

academic engagement, working memory, time-on-task, and fitness. However, multiple

baseline measures did not reveal a functional relation of the use of the CFK program on

behavior and fitness.

No evidence was found for increasing burpees or jump rope; however, there was

moderate evidence for sit-ups. No evidence was found for improving on-task behavior

due to the relatively high levels of on-task behavior during baseline. Further research is

needed to fully access the use of the CFK program on students with disabilities to

determine its usefulness with students with disabilities.

The CFK program provides educators and families with a community-based

program that provides opportunities to engage with same-aged peers. The club including

both students with and without disabilities demonstrated positive outcomes for students

with disabilities and increased inclusion time in both school and the community. Further

research should be conducted to fully access the CFK program outcomes on academics

and fitness.

A. Informed Parental Consent Form

The Effects of Using the CrossFit Kids Program on Academics and Fitness
INFORMED PARENTAL CONSENT FORM

RESEARCH PROCEDURES
This study is being conducted to see if using the CrossFit Kids (CFK) program will have a positive effect on academics and fitness. If you agree to allow your son or daughter to participate, the CFK program will take no more than 60 minutes. They will participate in an after-school club twice a week, for a minimum of 24 sessions, with a couple of sessions before to collect some information. Information related to fitness and academics will be taken prior to CFK intervention, once at the beginning and once at the end. CFK activities will follow the CFK standards and will be taught by CrossFit™ Level 1 Certified instructor. CFK's tailors workouts so that everybody is challenged just enough to deliver measurable results and personal athletic progress. A trained observer will observe your son or daughter in their academic setting the next school day after CFK for a total of 30 minutes. This project will not interfere with their classes or other study related activities. At the beginning of each CFK session, the participants will complete fitness activities (push-ups, sit-ups, pull-ups, squats, and jump ropes) . The type of research we are doing may mean that your son or daughter would participate with a small group doing board games, reading books, and other small group activities before beginning CFK, they would still report to CFK and the group will split into separate groups for the first three weeks. Your son or daughter may begin CFK activities on day one of the after-school club or as late as day six of CFK activities. At the end of the CFK study, we will follow-up with seven questions related to the club and your child's participation.
RISKS
There are no foreseeable risks for their participation in this research.
BENEFITS
There are no direct benefits; however, they may see an increase in physical fitness and academics.
CONFIDENTIALITY
The data in this study will be confidential. (1) No names will be included on the

assessments and other collected data; (2) a code will be placed on the assessments and other collected data; (3) only the researcher will have access to the research materials and assessments.

PARTICIPATION

Your son or daughter's participation is voluntary, and you may withdraw them from the study at any time and for any reason. If you decide not to allow them to participate or if you withdraw them from the study, there is no penalty or loss of benefits to which you are otherwise entitled. Your son or daughter may also continue to participate in CFK activities even if you decide to withdraw them from the study. There are no costs to you or any other party.

CONTACT

Kate Moran, 703-346-1468, at George Mason University, is conducting this research. She may be reached for questions or to report a research-related problem. Further you may also contact Frederick Brigham, Ph.D., 703-993-1667, should you have further questions or concerns. You may contact the George Mason University Office of Research Subject Protections at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to George Mason University procedures governing your participation in this research.

CONSENT

I have read this form and agree that my son or daughter can participate in this study.

_____
Name

_____
Date of Signature

B. Informed Assent Form

The Effects of Using the CrossFit Kids Program on Academic Engagement, Working Memory, Time-on-Task, and Overall Physical Fitness of Elementary School Participants with Disabilities

INFORMED ASSENT FORM

RESEARCH PROCEDURES

We want to see if CrossFit Kids (CFK) will help you enjoy school more, focus better in class, remember more stuff, and overall feel healthier. We will ask you to attend our after-school club, twice a week for about three months. The whole process will take you about 60 minutes after school, with someone who will observe you in one of your classes the next school day after our club activity. We will do it for at least 24 sessions. When the club is over we will ask you a couple of questions about the club and how you felt about what we did.

RISKS AND BENEFITS

There is no benefit to you and nothing bad will happen to you if you do or don't take part in this project.

CONFIDENTIALITY AND PARTICIPATION

We will not use your real name on any of our reports. We will keep the videotapes in a locked cabinet so that nobody can get them. You do not have to participate in the CFK program or the assessments if you do not want to. You can stop at any time.

CONTACT

My name is Kate Moran. I am from George Mason University. You can call me at 703-346-1468 if you have any questions about this research. You can also call my advisor, Dr. Frederick Brigham at 703-993-166.

The George Mason University Office of Research Subject Protections knows all about our research. You can call them at 703-993-4121 if you have questions about being a part of this study.

CONSENT

I have read this form and agree to participate in this study.

_____

Name

_____

Date of Signature

APPENDIX C

C. Waiver and Release

ASSUMPTION OF RISK AND PARENTAL CONSENT AND INDEMNITY AGREEMENT

In consideration of my minor child being permitted to participate in any way in the **CrossFit Kids Program at Mount Vernon Community School ("CFK")** in sponsored Activities ("Activity"), I agree:

1. I understand the nature of **CFK** activities and the Minor's Experience and capabilities and believe the Minor to be qualified to participate in such Activity. I further acknowledge that I and the Minor are aware the activity will be conducted in facilities open to the public during the Activity. I further agree and warrant and will instruct the Minor that if at any time the Minor believes conditions to be unsafe, he/she will immediately discontinue further participation in the Activity.

2. I FULLY UNDERSTAND that (a) **CFK** Activities involve risks and dangers of **SERIOUS BODILY INJURY, INCLUDING PERMANENT DISABILITY, PARALYSIS AND DEATH** ("Risks"); (b) these Risks and dangers may be caused by the Minor's own actions, or inactions, the actions or inactions of others participating in the Activity, the condition in which the Activity takes place, or THE NEGLIGENCE OF THE "RELEASEES" NAMED BELOW; (c) there may be other risks and social and economic losses either not known to me or not readily foreseeable at this time; and **I FULLY ACCEPT AND ASSUME ALL SUCH RISKS AND ALL RESPONSIBILITY FOR LOSSES, COSTS, AND DAMAGES** incurred as a result of the Minor's Participation in the Activity.

3. **I HEREBY RELEASE, DISCHARGE, COVENANT NOT TO SUE, AND AGREE TO INDEMNIFY AND SAVE AND HOLD HARMLESS CFK,** their respective administrators, directors, agents, officers, volunteers, and employees, other participants, any sponsors, advertisers, and if applicable, owners and lessors of premises on which the Activity takes place (each considered one of the "Releasees" herein) from all liability, claims, demands, losses, or damages on the minor's account caused or alleged to be caused in whole or in part by the negligence of the "Releasees" or otherwise, including negligent rescue operations and further agree that if, despite this release, I, the minor, or anyone on the Minor's behalf makes a claim against any of the Releases named above, **I WILL INDEMNIFY, SAVE AND HOLD HARMLESS EACH OF THE RELEASEES FROM ANY LITIGATION EXPENSES, ATTORNEY FEES, LOSS LIABILITY, DAMAGE, OR COST ANY MAY INCUR AS THE RESULT OF ANY SUCH CLAIM.**

    I HAVE READ THIS AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I AND THE MINOR HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT AND HAVE SIGNED IT FREELY AND WITHOUT ANY INDUCEMENT OR ASSURANCE OF ANY NATURE AND INTEND IT TO BE A COMPLETE AND UNCONDITIONAL RELEASE OF ALL LIABILITY TO THE GREATEST EXTENT ALLOWED BY LAW AND AGREE THAT IF ANY PORTION OF THIS AGREEMENT IS HELD TO BE INVALID

THAT THE BALANCE, NOTWITHSTANDING, SHALL CONTINUE IN FULL FORCE AND EFFECT.

_____
Name of Minor Child (Please print)

_____   _____   _____
Signature of Parent or Legal Guardian   Signature of Witness   Date

_____   _____
Printed Name of Parent or Legal Guardian   Printed Name of Witness

D. The RAPS-SE Questionnaire

Research Assessment Package for Schools - Elementary School Student Report

Read each of the following items. For each one, tell us how true it is for YOU by answering with one of the four answers: VERY TRUE, SORT OF TRUE, NOT VERY TRUE, or NOT AT ALL TRUE. On the last answer: VERY IMPORTANT, SORT OF IMPORTANT, NOT VERY IMPORTANT, NOT AT ALL IMPORTANT. There are no right or wrong answers.

1. I have to be lucky to do well in school.
2. When I'm with my teacher, I feel ignored.
3. I work very hard on my schoolwork.
4. My parents never have enough time to hear about what happens to me in school.
5. I don't know how to keep myself from getting bad grades.
6. I do my homework because I like to do it.
7. My parents don't make it clear what they expect of me in school.
8. When I'm with my parents, I feel mad.
9. My teacher is fair with me.
10. I'm pretty smart in school.
11. My parents don't think I can do very much.
12. I wish I were someone else.
13. I work on my classwork because it's interesting.
14. When something bad happens to me in school (like not doing well on a test or not being able to answer an important question), I say the teacher didn't cover the things on the test.
15. When I'm with my teacher, I feel mad.
16. My parents don't explain why school is important.
17. I'm pretty lucky at getting good grades.
18. When I think about myself, I feel bad.
19. I don't try very hard in school.
20. I do my homework because I want to understand the subject.
21. My teacher's expectations for me are way off base.
22. When something bad happens to me in school (like not doing well on a test or not being able to answer an important question), I tell myself it didn't matter.
23. I can do well in school if I want to.
24. My parents want me to do better than I can in school.

25. When I'm with my classmates, I feel ignored.
26. I work on my classwork because I think it's important.
27. I never know what my parents are going to do.
28. My teacher doesn't explain why we have to learn certain things in school.
29. I can get my teacher to like me.
30. When it comes to school, my parents try to control everything I do.
31. If I'm unlucky, I won't do well in school.
32. I can work really hard in school.
33. When something bad happens to me in school (like not doing well on a test or not being able to answer an important question), I get angry at the teacher.
34. I don't know what my parents want from me.
35. I pay attention in class.
36. I won't do well in school if the teacher doesn't like me.
37. I wish I felt better about myself.
38. My teacher doesn't seem to have enough time for me.
39. I work on my classwork because I want to learn new things.
40. I'm not very smart in school.
41. When I'm with my teacher, I feel unhappy.
42. When something bad happens to me in school (like not doing well on a test or not being able to answer an important question), I say it wasn't important.
43. Trying hard is the best way for me to do well in school.
44. When I'm with my classmates, I feel mad.
45. I am unlucky in school.
46. I do my homework because it's fun.
47. When I'm with my parents, I feel unhappy.
48. I don't know what it takes to get good grades in school.
49. My teacher cares about how I do in school.
50. I don't work very hard in school.
51. I can't get my teacher to like me.
52. I do my homework because I want to learn new things.
53. When something bad happens to me in school (like not doing well in a test or not being able to answer an important question), I worry that the other students will think I'm dumb.
54. My parents don't let me make any of my own decisions.
55. My parents are fair with me.
56. My teacher doesn't talk about how schoolwork is related to what I want to be.
57. I wish I liked myself better.
58. When I'm with my parents, I feel good.
59. My teacher isn't fair with me.
60. When I'm in class, I just act as if I'm working.
61. The best way for me to get good grades is to get my teacher to like me.
62. My parents don't seem to have enough time for me.
63. My teacher interrupts me when I have something to say.
64. I work on my classwork because doing well in school is important to me.

65. When something bad happens to me in school (like not doing well on a test or not being able to answer an important question), I say it was the teacher's fault.
66. When it comes to school, my parents are always telling me what to do.
67. When I'm with my classmates, I feel good.
68. My teacher likes the other kids in my class better than me.
69. When I think about myself, I feel unhappy.
70. I work on my classwork because it's fun.
71. When something bad happens to me in school (like not doing well on a test or not being able to answer an important question), I say I didn't care about it.
72. I can't do well in school.
73. My parents trust me.
74. My teacher doesn't make clear what he/she expects of me in school.
75. My parents don't talk about how schoolwork is related to what I want to be.
76. When I think about myself, I feel proud.
77. My parents try to control everything I do.
78. When I'm with my classmates, I feel unhappy.
79. My parents like to talk to me about school.
80. I can't work very hard in school.
81. My teacher tries to control everything I do.
82. My parents know just how well I can do in school.
83. When I'm with my parents, I feel ignored.
84. When I'm with my teacher, I feel good.
85. I don't know what my parents expect of me in school.
86. My parents encourage me to find out how schoolwork could be useful to me.
87. My parents don't seem to know how I feel about things.
88. How important is it to you to do the best you can in school?

E. BehaviorLENS

BehaviorLens is a multimodal behavior observation tool created by school psychologists to identify the frequency, duration, and function of behaviors of interest for use on the iPad.
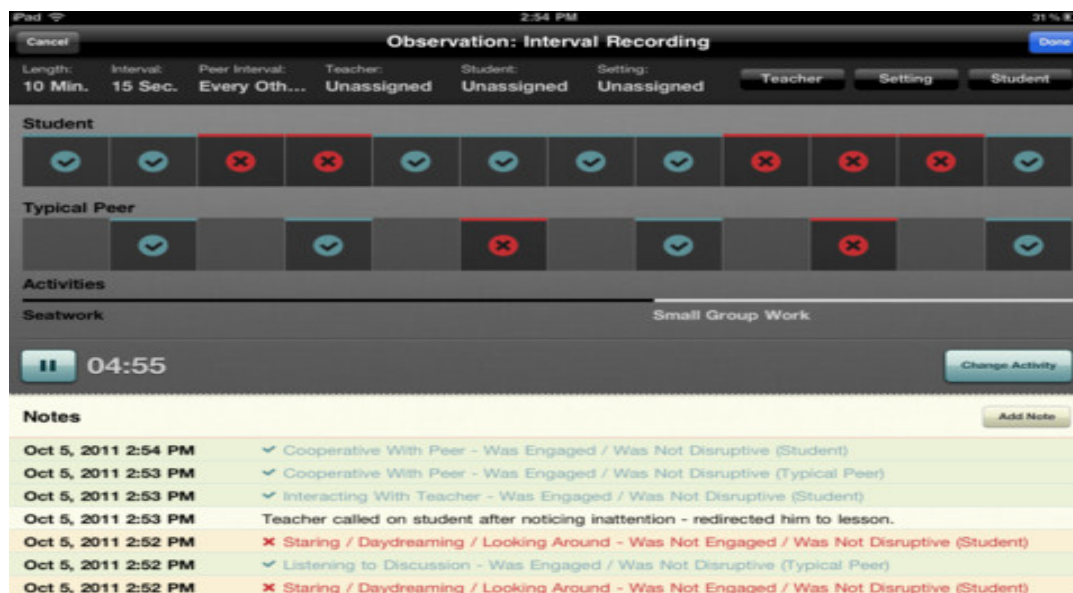
- Four separate behavior observation tools in one application:

1. Interval Recording allows the user to estimate time-on-task by coding the individual's behavior at pre-determined intervals, without requiring that the individual to be continuously observed. The tool allows the user to code behavior for a typical peer to obtain comparative data.

F. Observation Notes

Session	Observation Notes: Antonio
1	Sep 26, 2013, 9:12 AM - Observation Started
1	Sep 26, 2013, 9:12 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:13 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:14 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:15 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:15 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:16 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:16 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:17 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:17 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:17 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:18 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
1	Sep 26, 2013, 9:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:20 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:20 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:20 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:21 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:21 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:22 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:23 AM - Doodling - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:24 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:25 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:25 AM - Calling Out Answers - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:26 AM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Antonio
	Disruptive (Student)
1	Sep 26, 2013, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:28 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:28 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:28 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:29 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:29 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:29 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:30 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:30 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:31 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:31 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:32 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:32 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:33 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
1	Sep 26, 2013, 9:34 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
1	Sep 26, 2013, 9:35 AM - Observation Ended
2	Sep 26, 2013, 2:08 PM - Observation Started
2	Sep 26, 2013, 2:09 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:09 PM - Calling Out Off Topic - Was Not Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:09 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:10 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:10 PM - Moving In Seat - Was Not Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:11 PM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:11 PM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:12 PM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:12 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:12 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:13 PM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:13 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:13 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:14 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:14 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:15 PM - Moving In Seat - Was Not Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:15 PM - Fiddling in Desk - Was Not Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:15 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:16 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:16 PM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Antonio
	(Student)
	Sep 26, 2013, 2:16 PM - Seatwork - Was Engaged / Was Not Disruptive
2	(Student)
	Sep 26, 2013, 2:17 PM - Seatwork - Was Engaged / Was Not Disruptive
2	(Student)
	Sep 26, 2013, 2:17 PM - Seatwork - Was Engaged / Was Not Disruptive
2	(Student)
	Sep 26, 2013, 2:17 PM - Seatwork - Was Engaged / Was Not Disruptive
2	(Student)
	Sep 26, 2013, 2:18 PM - Fiddling in Desk - Was Not Engaged / Was Not
2	Disruptive (Student)
	Sep 26, 2013, 2:18 PM - Fiddling in Desk - Was Not Engaged / Was Not
2	Disruptive (Student)
	Sep 26, 2013, 2:18 PM - Seatwork - Was Engaged / Was Not Disruptive
2	(Student)
	Sep 26, 2013, 2:19 PM - Seatwork - Was Engaged / Was Not Disruptive
2	(Student)
	Sep 26, 2013, 2:19 PM - Seatwork - Was Engaged / Was Not Disruptive
2	(Student)
	Sep 26, 2013, 2:19 PM - Staring / Daydreaming / Looking Around - Was
2	Not Engaged / Was Not Disruptive (Student)
	Sep 26, 2013, 2:20 PM - Seatwork - Was Engaged / Was Not Disruptive
2	(Student)
	Sep 26, 2013, 2:20 PM - Interacting With Teacher - Was Engaged / Was Not
2	Disruptive (Student)
	Sep 26, 2013, 2:21 PM - Seatwork - Was Engaged / Was Not Disruptive
2	(Student)
	Sep 26, 2013, 2:21 PM - Seatwork - Was Engaged / Was Not Disruptive
2	(Student)
	Sep 26, 2013, 2:21 PM - Seatwork - Was Engaged / Was Not Disruptive
2	(Student)
	Sep 26, 2013, 2:22 PM - Seatwork - Was Engaged / Was Not Disruptive
2	(Student)
	Sep 26, 2013, 2:22 PM - Seatwork - Was Engaged / Was Not Disruptive
2	(Student)
	Sep 26, 2013, 2:22 PM - Staring / Daydreaming / Looking Around - Was
2	Not Engaged / Was Not Disruptive (Student)
	Sep 26, 2013, 2:23 PM - Arguing With Teacher - Was Not Engaged / Was
2	Not Disruptive (Student)
	Sep 26, 2013, 2:23 PM - Chatting With Peer(s) - Was Not Engaged / Was
2	Not Disruptive (Student)
	Sep 26, 2013, 2:23 PM - Seatwork - Was Engaged / Was Not Disruptive
2	(Student)

Session	Observation Notes: Antonio
2	Sep 26, 2013, 2:24 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:24 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:24 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:25 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:25 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:25 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:26 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:26 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:26 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:26 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:27 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:27 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:28 PM - Moving In Seat - Was Not Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:28 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:28 PM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:29 PM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:29 PM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:29 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:30 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
2	Sep 26, 2013, 2:30 PM - Observation Ended
3	Sep 27, 2013, 9:08 AM - Observation Started
3	Sep 27, 2013, 9:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:08 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Antonio
	(Student)
	Sep 27, 2013, 9:08 AM - Seatwork - Was Engaged / Was Not Disruptive
3	(Student)
	Sep 27, 2013, 9:09 AM - Seatwork - Was Engaged / Was Not Disruptive
3	(Student)
	Sep 27, 2013, 9:09 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Sep 27, 2013, 9:09 AM - Seatwork - Was Engaged / Was Not Disruptive
3	(Student)
	Sep 27, 2013, 9:10 AM - Seatwork - Was Engaged / Was Not Disruptive
3	(Student)
	Sep 27, 2013, 9:10 AM - Seatwork - Was Engaged / Was Not Disruptive
3	(Student)
	Sep 27, 2013, 9:10 AM - Seatwork - Was Engaged / Was Not Disruptive
3	(Student)
	Sep 27, 2013, 9:11 AM - Seatwork - Was Engaged / Was Not Disruptive
3	(Student)
	Sep 27, 2013, 9:11 AM - Seatwork - Was Engaged / Was Not Disruptive
3	(Student)
	Sep 27, 2013, 9:12 AM - Calling Out Off Topic - Was Not Engaged / Was
3	Not Disruptive (Student)
	Sep 27, 2013, 9:12 AM - Seatwork - Was Engaged / Was Not Disruptive
3	(Student)
	Sep 27, 2013, 9:12 AM - Calling Out Off Topic - Was Not Engaged / Was
3	Not Disruptive (Student)
	Sep 27, 2013, 9:13 AM - Waiting Appropriately - Was Engaged / Was Not
3	Disruptive (Student)
	Sep 27, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Sep 27, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Sep 27, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Sep 27, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Sep 27, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Sep 27, 2013, 9:15 AM - Calling Out Answers - Was Not Engaged / Was
3	Not Disruptive (Student)
	Sep 27, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Sep 27, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)

Session	Observation Notes: Antonio
3	Sep 27, 2013, 9:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:16 AM - Calling Out Answers - Was Not Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:17 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:17 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:17 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:18 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:18 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:18 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:19 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:19 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:20 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:20 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:20 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:21 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:21 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:21 AM - Arguing With Peer - Was Not Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:22 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:22 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:23 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:23 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
3	Sep 27, 2013, 9:24 AM - Moving Around Room Appropriately - Was

Session	Observation Notes: Antonio
	Engaged / Was Not Disruptive (Student)
	Sep 27, 2013, 9:24 AM - Gathering / Putting Away Materials - Was
3	Engaged / Was Not Disruptive (Student)
	Sep 27, 2013, 9:24 AM - Calling Out Off Topic - Was Not Engaged / Was
3	Not Disruptive (Student)
	Sep 27, 2013, 9:25 AM - Moving Around Room Appropriately - Was
3	Engaged / Was Not Disruptive (Student)
	Sep 27, 2013, 9:25 AM - Gathering / Putting Away Materials - Was
3	Engaged / Was Not Disruptive (Student)
	Sep 27, 2013, 9:25 AM - Gathering / Putting Away Materials - Was
3	Engaged / Was Not Disruptive (Student)
	Sep 27, 2013, 9:26 AM - Walking / Running Around Room - Was Not
3	Engaged / Was Not Disruptive (Student)
	Sep 27, 2013, 9:26 AM - Other On-Task - Was Engaged / Was Not
3	Disruptive (Student)
	Sep 27, 2013, 9:26 AM - Other On-Task - Was Engaged / Was Not
3	Disruptive (Student)
	Sep 27, 2013, 9:27 AM - Other On-Task - Was Engaged / Was Not
3	Disruptive (Student)
	Sep 27, 2013, 9:27 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Sep 27, 2013, 9:27 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Sep 27, 2013, 9:28 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Sep 27, 2013, 9:28 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Sep 27, 2013, 9:28 AM - Interacting With Teacher - Was Engaged / Was
3	Not Disruptive (Student)
	Sep 27, 2013, 9:29 AM - Using Bathroom - Was Not Engaged / Was Not
3	Disruptive (Student)
3	Sep 27, 2013, 9:29 AM - Observation Ended
4	Sep 30, 2013, 1:58 PM - Observation Started
	Sep 30, 2013, 1:59 PM - Listening to Discussion - Was Engaged / Was Not
4	Disruptive (Student)
	Sep 30, 2013, 1:59 PM - Other On-Task - Was Engaged / Was Not
4	Disruptive (Student)
	Sep 30, 2013, 2:00 PM - Staring / Daydreaming / Looking Around - Was
4	Not Engaged / Was Not Disruptive (Student)
	Sep 30, 2013, 2:00 PM - Seatwork - Was Engaged / Was Not Disruptive
4	(Student)
	Sep 30, 2013, 2:00 PM - Interacting With Teacher - Was Engaged / Was Not
4	Disruptive (Student)

Session	Observation Notes: Antonio
4	Sep 30, 2013, 2:01 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:01 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:01 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:02 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:02 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:02 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:02 PM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:03 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:03 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:03 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:04 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:04 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:04 PM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:05 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:05 PM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:06 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:06 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:06 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:07 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:07 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:08 PM - Moving In Seat - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:08 PM - Staring / Daydreaming / Looking Around - Was

Session	Observation Notes: Antonio
	Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:08 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:09 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:09 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:09 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:09 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:10 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:10 PM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:11 PM - Fiddling in Desk - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:11 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:11 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:12 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:12 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:13 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:13 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:13 PM - Calling Out Off Topic - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:14 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:14 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:14 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:15 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:15 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:15 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
4	Sep 30, 2013, 2:16 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:16 PM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:16 PM - Laughing Inappropriately - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:17 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:17 PM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:18 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:18 PM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:18 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:19 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:19 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:19 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:20 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Sep 30, 2013, 2:20 PM - Observation Ended
5	Oct 2, 2013, 8:39 AM - Observation Started
5	Oct 2, 2013, 8:39 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:40 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:40 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:40 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:42 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:42 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:42 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:43 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:43 AM - Waiting Appropriately - Was Engaged / Was Not

Session	Observation Notes: Antonio
5	Disruptive (Student)
	Oct 2, 2013, 8:43 AM - Waiting Appropriately - Was Engaged / Was Not
5	Disruptive (Student)
	Oct 2, 2013, 8:44 AM - Gathering / Putting Away Materials - Was Engaged /
5	Was Not Disruptive (Student)
	Oct 2, 2013, 8:44 AM - Waiting Appropriately - Was Engaged / Was Not
5	Disruptive (Student)
	Oct 2, 2013, 8:44 AM - Talking Appropriately With Peer - Was Engaged /
5	Was Not Disruptive (Student)
	Oct 2, 2013, 8:45 AM - Waiting Appropriately - Was Engaged / Was Not
5	Disruptive (Student)
	Oct 2, 2013, 8:45 AM - Waiting Appropriately - Was Engaged / Was Not
5	Disruptive (Student)
	Oct 2, 2013, 8:46 AM - Waiting Appropriately - Was Engaged / Was Not
5	Disruptive (Student)
	Oct 2, 2013, 8:46 AM - Listening to Discussion - Was Engaged / Was Not
5	Disruptive (Student)
	Oct 2, 2013, 8:46 AM - Other On-Task - Was Engaged / Was Not Disruptive
5	(Student)
	Oct 2, 2013, 8:47 AM - Listening to Discussion - Was Engaged / Was Not
5	Disruptive (Student)
	Oct 2, 2013, 8:47 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student)
	Oct 2, 2013, 8:47 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student)
	Oct 2, 2013, 8:48 AM - Wandering Room - Was Not Engaged / Was Not
5	Disruptive (Student)
	Oct 2, 2013, 8:48 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student)
	Oct 2, 2013, 8:48 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student)
	Oct 2, 2013, 8:49 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student)
	Oct 2, 2013, 8:49 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student)
	Oct 2, 2013, 8:49 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student)
	Oct 2, 2013, 8:50 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student)
	Oct 2, 2013, 8:50 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student)
	Oct 2, 2013, 8:50 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student)

Session	Observation Notes: Antonio
5	Oct 2, 2013, 8:51 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:51 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:51 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:52 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:52 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:52 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:53 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:53 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:53 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:54 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:54 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:54 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:54 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:55 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:55 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:55 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:56 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:56 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:56 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:57 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:57 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 2, 2013, 8:57 AM - Seatwork - Was Engaged / Was Not Disruptive

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Session	Observation Notes: Antonio
5	(Student) Oct 2, 2013, 8:58 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student) Oct 2, 2013, 8:58 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student) Oct 2, 2013, 8:58 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student) Oct 2, 2013, 8:59 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student) Oct 2, 2013, 8:59 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student) Oct 2, 2013, 8:59 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student) Oct 2, 2013, 9:00 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student) Oct 2, 2013, 9:00 AM - Seatwork - Was Engaged / Was Not Disruptive
5	(Student) Oct 2, 2013, 9:01 AM - Observation Ended
6	Oct 9, 2013, 8:16 AM - Observation Started
6	Oct 9, 2013, 8:17 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:17 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:17 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:18 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:18 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:18 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:19 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:19 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:19 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:20 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:20 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:20 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
6	Oct 9, 2013, 8:21 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:21 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:21 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:22 AM - Calling Out Off Topic - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:22 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:23 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:23 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:24 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:24 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:24 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:24 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:25 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:25 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:26 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Oct 9, 2013, 8:26 AM - Observation Ended
7	Oct 30, 2013, 9:11 AM - Observation Started
7	Oct 30, 2013, 9:11 AM - Calling Out Off Topic - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:11 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:12 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:12 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:12 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:13 AM - Chatting With Peer(s) - Was Not Engaged / Was

Session	Observation Notes: Antonio
	Not Disruptive (Student)
7	Oct 30, 2013, 9:14 AM - Calling Out Off Topic - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:14 AM - Fiddling in Desk - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:15 AM - Fiddling in Desk - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:15 AM - Calling Out Answers - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:16 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:16 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:17 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:17 AM - Calling Out Off Topic - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:17 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:18 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:18 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:18 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:19 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:19 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:19 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:20 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:20 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:21 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:21 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:21 AM - Fiddling in Desk - Was Not Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
7	Oct 30, 2013, 9:22 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:23 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:23 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:26 AM - Fiddling in Desk - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:27 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:27 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:27 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:28 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:28 AM - Fiddling in Desk - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:28 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:29 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:29 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:30 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 30, 2013, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Antonio
	(Student)
	Oct 30, 2013, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive
7	(Student)
	Oct 30, 2013, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive
7	(Student)
	Oct 30, 2013, 9:31 AM - Cooperative With Peer - Was Engaged / Was Not
7	Disruptive (Student)
	Oct 30, 2013, 9:31 AM - Cooperative With Peer - Was Engaged / Was Not
7	Disruptive (Student)
	Oct 30, 2013, 9:32 AM - Cooperative With Peer - Was Engaged / Was Not
7	Disruptive (Student)
	Oct 30, 2013, 9:32 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Oct 30, 2013, 9:32 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Oct 30, 2013, 9:33 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Oct 30, 2013, 9:33 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Oct 30, 2013, 9:33 AM - Cooperative With Peer - Was Engaged / Was Not
7	Disruptive (Student)
7	Oct 30, 2013, 9:34 AM - Observation Ended
8	Nov 4, 2013, 9:13 AM - Observation Started
	Nov 4, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was Not
8	Disruptive (Student)
	Nov 4, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not
8	Disruptive (Student)
	Nov 4, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not
8	Disruptive (Student)
	Nov 4, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not
8	Disruptive (Student)
	Nov 4, 2013, 9:15 AM - Sleeping / Head Down - Was Not Engaged / Was
8	Not Disruptive (Student)
	Nov 4, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not
8	Disruptive (Student)
	Nov 4, 2013, 9:16 AM - Listening to Discussion - Was Engaged / Was Not
8	Disruptive (Student)
	Nov 4, 2013, 9:16 AM - Sleeping / Head Down - Was Not Engaged / Was
8	Not Disruptive (Student)
	Nov 4, 2013, 9:16 AM - Sleeping / Head Down - Was Not Engaged / Was
8	Not Disruptive (Student)
	Nov 4, 2013, 9:17 AM - Listening to Discussion - Was Engaged / Was Not
8	Disruptive (Student)

Session	Observation Notes: Antonio
8	Nov 4, 2013, 9:17 AM - Moving In Seat - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:18 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:18 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:19 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:20 AM - Fidgeting - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:20 AM - Rocking - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:20 AM - Rocking - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:21 AM - Rocking - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:22 AM - Rocking - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:23 AM - Rocking - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:23 AM - Rocking - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:24 AM - Rocking - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:25 AM - Rocking - Was Engaged / Was Not Disruptive

Session	Observation Notes: Antonio
	(Student)
8	Nov 4, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:26 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:27 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:28 AM - Rocking - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:28 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:29 AM - Wandering Room - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:29 AM - Wandering Room - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:29 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:30 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:30 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:31 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:31 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:32 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:32 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:32 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:33 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
8	Nov 4, 2013, 9:33 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:33 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:34 AM - Rocking - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:34 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:35 AM - Calling Out Off Topic - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:35 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:35 AM - Observation Ended
9	Nov 12, 2013, 9:30 AM - Observation Started
9	Nov 12, 2013, 9:31 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:31 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:31 AM - Calling Out Answers - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:33 AM - Calling Out Answers - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:35 AM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Antonio
	Disruptive (Student)
9	Nov 12, 2013, 9:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:36 AM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:36 AM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:36 AM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:37 AM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:37 AM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:37 AM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:38 AM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:38 AM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:38 AM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:39 AM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:39 AM - Calling Out Off Topic - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:40 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:40 AM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:41 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:42 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
9	Nov 12, 2013, 9:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 12, 2013, 9:50 AM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Antonio
	Disruptive (Student)
	Nov 12, 2013, 9:50 AM - Listening to Discussion - Was Engaged / Was Not
9	Disruptive (Student)
	Nov 12, 2013, 9:50 AM - Listening to Discussion - Was Engaged / Was Not
9	Disruptive (Student)
	Nov 12, 2013, 9:51 AM - Listening to Discussion - Was Engaged / Was Not
9	Disruptive (Student)
9	Nov 12, 2013, 9:51 AM - Observation Ended
10	Nov 13, 2013, 8:12 AM - Observation Started
	Nov 13, 2013, 8:12 AM - Listening to Discussion - Was Engaged / Was Not
10	Disruptive (Student)
	Nov 13, 2013, 8:12 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)
	Nov 13, 2013, 8:13 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)
	Nov 13, 2013, 8:13 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)
	Nov 13, 2013, 8:13 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)
	Nov 13, 2013, 8:14 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)
	Nov 13, 2013, 8:14 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)
	Nov 13, 2013, 8:14 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)
	Nov 13, 2013, 8:15 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)
	Nov 13, 2013, 8:15 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)
	Nov 13, 2013, 8:15 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)
	Nov 13, 2013, 8:16 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)
	Nov 13, 2013, 8:16 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)
	Nov 13, 2013, 8:16 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)
	Nov 13, 2013, 8:17 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)
	Nov 13, 2013, 8:17 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)
	Nov 13, 2013, 8:17 AM - Interacting With Teacher - Was Engaged / Was
10	Not Disruptive (Student)

Session	Observation Notes: Antonio
10	Nov 13, 2013, 8:18 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:18 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:18 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:19 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:19 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:19 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:20 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:20 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:20 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:21 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:21 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:21 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:22 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:22 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:22 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:23 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:23 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:23 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:24 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:24 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:24 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 13, 2013, 8:24 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Antonio
	(Student)
	Nov 13, 2013, 8:25 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:25 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:25 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:26 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:26 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:26 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:27 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:27 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:27 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:28 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:28 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:28 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:28 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:29 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:29 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:29 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:30 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:30 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:30 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:31 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)
	Nov 13, 2013, 8:31 AM - Seatwork - Was Engaged / Was Not Disruptive
10	(Student)

Session	Observation Notes: Antonio
10	Nov 13, 2013, 8:31 AM - Observation Ended
11	Nov 20, 2013, 9:13 AM - Observation Started
11	Nov 20, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:15 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:17 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:17 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:18 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:19 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:21 AM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Antonio
	Disruptive (Student)
11	Nov 20, 2013, 9:21 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:22 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:22 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:22 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:23 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:28 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:28 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:29 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:29 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
11	Nov 20, 2013, 9:29 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:30 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:31 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:31 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:31 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:32 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:32 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:33 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:33 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:34 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:34 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 9:35 AM - Antonio excused himself to visit restroom.
11	Nov 20, 2013, 9:35 AM - Observation Ended
12	Nov 25, 2013, 9:42 AM - Observation Started
12	Nov 25, 2013, 9:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:44 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:44 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:45 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:45 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:45 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
12	Nov 25, 2013, 9:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:48 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:48 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:48 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:49 AM - Using Materials Inappropriately - Was Not Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:50 AM - Destroying Materials - Was Not Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:50 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:51 AM - Teacher took Antonio out of the room away from the counselor's lesson
12	Nov 25, 2013, 9:51 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:52 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:52 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:52 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:53 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:54 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 9:54 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Antonio
12	(Student) Nov 25, 2013, 9:54 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:55 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:55 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:55 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:56 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:56 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:56 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:56 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:57 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:57 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:57 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:58 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:58 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:58 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:59 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:59 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:59 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 9:59 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 10:00 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 10:00 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student) Nov 25, 2013, 10:00 AM - Seatwork - Was Engaged / Was Not Disruptive
12	(Student)

Session	Observation Notes: Antonio
12	Nov 25, 2013, 10:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 10:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 10:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 10:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 10:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 10:02 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 10:03 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 10:03 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 10:03 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 10:03 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 10:04 AM - Observation Ended
13	Dec 4, 2013, 9:32 AM - Observation Started
13	Dec 4, 2013, 9:32 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:33 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:33 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:34 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:34 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:34 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:35 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:35 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:35 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:36 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:36 AM - Other On-Task - Was Engaged / Was Not

Session	Observation Notes: Antonio
13	Disruptive (Student)
	Dec 4, 2013, 9:37 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:37 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:37 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:38 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:38 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:38 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:39 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:39 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:39 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:40 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:40 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:40 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:41 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:41 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:41 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:42 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:42 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:42 AM - Other On-Task - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:43 AM - Gathering / Putting Away Materials - Was Engaged
13	/ Was Not Disruptive (Student)
	Dec 4, 2013, 9:43 AM - Gathering / Putting Away Materials - Was Engaged
13	/ Was Not Disruptive (Student)
	Dec 4, 2013, 9:43 AM - Listening to Discussion - Was Engaged / Was Not
13	Disruptive (Student)

Session	Observation Notes: Antonio
13	Dec 4, 2013, 9:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:44 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:49 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:50 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:50 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:50 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:51 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:51 AM - Cooperative With Peer - Was Engaged / Was Not

Session	Observation Notes: Antonio
	Disruptive (Student)
	Dec 4, 2013, 9:52 AM - Cooperative With Peer - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:52 AM - Cooperative With Peer - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:52 AM - Listening to Discussion - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:53 AM - Cooperative With Peer - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:53 AM - Interacting With Teacher - Was Engaged / Was Not
13	Disruptive (Student)
	Dec 4, 2013, 9:53 AM - Cooperative With Peer - Was Engaged / Was Not
13	Disruptive (Student)
13	Dec 4, 2013, 9:53 AM - Observation Ended
14	Dec 16, 2013, 9:20 AM - Observation Started
	Dec 16, 2013, 9:21 AM - Listening to Discussion - Was Engaged / Was Not
14	Disruptive (Student)
	Dec 16, 2013, 9:21 AM - Listening to Discussion - Was Engaged / Was Not
14	Disruptive (Student)
	Dec 16, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not
14	Disruptive (Student)
	Dec 16, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not
14	Disruptive (Student)
	Dec 16, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not
14	Disruptive (Student)
	Dec 16, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not
14	Disruptive (Student)
	Dec 16, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not
14	Disruptive (Student)
	Dec 16, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not
14	Disruptive (Student)
	Dec 16, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not
14	Disruptive (Student)
	Dec 16, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not
14	Disruptive (Student)
	Dec 16, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not
14	Disruptive (Student)
	Dec 16, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was Not
14	Disruptive (Student)
	Dec 16, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was Not
14	Disruptive (Student)
	Dec 16, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was Not
14	Disruptive (Student)

Session	Observation Notes: Antonio
14	Dec 16, 2013, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:27 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:27 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:27 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:28 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:28 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:28 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:32 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:32 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:33 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:33 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:34 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:34 AM - Chatting With Peer(s) - Was Not Engaged / Was

Session	Observation Notes: Antonio
	Not Disruptive (Student)
14	Dec 16, 2013, 9:34 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:35 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:35 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:35 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:36 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:36 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:36 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:37 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:37 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:37 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:38 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:38 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:38 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:39 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:39 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:39 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:40 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:40 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:40 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:41 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:41 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
14	Dec 16, 2013, 9:41 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:42 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:42 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:42 AM - Observation Ended
15	Jan 8, 2014, 9:31 AM - Observation Started
15	Jan 8, 2014, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:34 AM - Making Disruptive Noises - Was Not Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:35 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:35 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:36 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:36 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:36 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:37 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:37 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:37 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:38 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:38 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Antonio
15	Jan 8, 2014, 9:38 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:39 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:39 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:40 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:40 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:40 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:41 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:41 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:41 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:42 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:42 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:43 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:43 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:44 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:44 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:44 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:45 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:45 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

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Session	Observation Notes: Antonio
15	Jan 8, 2014, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:47 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:48 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:49 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:51 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:53 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:54 AM - Observation Ended

Session	Observation Notes: Antonio
16	Jan 15, 2014, 9:19 AM - Observation Started
16	Jan 15, 2014, 9:19 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:20 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:21 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:21 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:21 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:22 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:23 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
16	Jan 15, 2014, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:28 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:28 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:28 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:29 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:29 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:29 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:30 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:31 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:31 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:31 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:33 AM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Antonio
	Disruptive (Student)
16	Jan 15, 2014, 9:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:35 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:36 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:36 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:36 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:37 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:37 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:38 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:38 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:39 AM - Observation Ended
17	Jan 29, 2014, 9:57 AM - Observation Started
17	Jan 29, 2014, 9:58 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 9:58 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 9:58 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
17	Jan 29, 2014, 9:59 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 9:59 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 9:59 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:00 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:00 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:00 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:01 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:03 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:03 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:03 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:04 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:04 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:04 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:05 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:05 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:05 AM - Other On-Task - Was Engaged / Was Not

Session	Observation Notes: Antonio
	Disruptive (Student)
17	Jan 29, 2014, 10:06 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:06 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:06 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:07 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:07 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:07 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:07 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:08 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:09 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:09 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:09 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:10 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:10 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:10 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:11 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:11 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:11 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:12 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:12 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
17	Jan 29, 2014, 10:12 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:12 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:13 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:13 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:13 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:14 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:14 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:14 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:15 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:15 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:15 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:15 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:16 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:16 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 29, 2014, 10:16 AM - Observation Ended
18	Feb 5, 2014, 9:17 AM - Observation Started
18	Feb 5, 2014, 9:18 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:18 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:18 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:19 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:19 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:19 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:19 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Antonio
18	(Student) Feb 5, 2014, 9:20 AM - Seatwork - Was Engaged / Was Not Disruptive
18	(Student) Feb 5, 2014, 9:20 AM - Seatwork - Was Engaged / Was Not Disruptive
18	(Student) Feb 5, 2014, 9:20 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:21 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:21 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:26 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:26 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
18	Feb 5, 2014, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:28 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:28 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:28 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:32 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:32 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:32 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:33 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:33 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:33 AM - Gathering / Putting Away Materials - Was Engaged

Session	Observation Notes: Antonio
	/ Was Not Disruptive (Student)
18	Feb 5, 2014, 9:34 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:34 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:34 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:34 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:35 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:35 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:35 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:36 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:37 AM - Observation Ended
19	Feb 10, 2014, 8:00 AM - Observation Started
19	Feb 10, 2014, 8:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:03 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:03 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:03 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:04 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)

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Session	Observation Notes: Antonio
19	Feb 10, 2014, 8:04 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:04 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:05 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:05 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:05 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:06 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:06 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:06 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:06 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:07 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:07 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:07 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:09 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:09 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:09 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:10 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:10 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:10 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:11 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Antonio
19	(Student) Feb 10, 2014, 8:11 AM - Seatwork - Was Engaged / Was Not Disruptive
19	(Student) Feb 10, 2014, 8:11 AM - Seatwork - Was Engaged / Was Not Disruptive
19	(Student) Feb 10, 2014, 8:12 AM - Seatwork - Was Engaged / Was Not Disruptive
19	(Student) Feb 10, 2014, 8:12 AM - Seatwork - Was Engaged / Was Not Disruptive
19	(Student) Feb 10, 2014, 8:12 AM - Seatwork - Was Engaged / Was Not Disruptive
19	(Student) Feb 10, 2014, 8:13 AM - Seatwork - Was Engaged / Was Not Disruptive
19	(Student) Feb 10, 2014, 8:13 AM - Seatwork - Was Engaged / Was Not Disruptive
19	(Student) Feb 10, 2014, 8:13 AM - Seatwork - Was Engaged / Was Not Disruptive
19	(Student) Feb 10, 2014, 8:13 AM - Seatwork - Was Engaged / Was Not Disruptive
19	(Student) Feb 10, 2014, 8:14 AM - Seatwork - Was Engaged / Was Not Disruptive
19	(Student) Feb 10, 2014, 8:14 AM - Seatwork - Was Engaged / Was Not Disruptive
19	(Student) Feb 10, 2014, 8:14 AM - Seatwork - Was Engaged / Was Not Disruptive
19	(Student) Feb 10, 2014, 8:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:17 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:17 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:17 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
19	Feb 10, 2014, 8:17 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 10, 2014, 8:19 AM - Observation Ended
20	Feb 12, 2014, 7:59 AM - Observation Started
20	Feb 12, 2014, 8:00 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:00 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:01 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:01 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:01 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:02 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:02 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:03 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:03 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:03 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:04 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:04 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:04 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Antonio
20	(Student) Feb 12, 2014, 8:05 AM - Seatwork - Was Engaged / Was Not Disruptive
20	(Student) Feb 12, 2014, 8:05 AM - Seatwork - Was Engaged / Was Not Disruptive
20	(Student) Feb 12, 2014, 8:05 AM - Seatwork - Was Engaged / Was Not Disruptive
20	(Student) Feb 12, 2014, 8:05 AM - Seatwork - Was Engaged / Was Not Disruptive
20	(Student) Feb 12, 2014, 8:06 AM - Seatwork - Was Engaged / Was Not Disruptive
20	(Student) Feb 12, 2014, 8:06 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:06 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:07 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:07 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:07 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:09 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:09 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:09 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:09 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:10 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:10 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:11 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:11 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Antonio
20	Feb 12, 2014, 8:11 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:12 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:12 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:12 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:12 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:13 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:13 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:13 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:14 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:14 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:15 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:15 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:15 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:16 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:16 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:16 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:17 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:17 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
20	Feb 12, 2014, 8:19 AM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Antonio
	Disruptive (Student)
	Feb 12, 2014, 8:19 AM - Listening to Discussion - Was Engaged / Was Not
20	Disruptive (Student)
	Feb 12, 2014, 8:20 AM - Listening to Discussion - Was Engaged / Was Not
20	Disruptive (Student)
	Feb 12, 2014, 8:20 AM - Listening to Discussion - Was Engaged / Was Not
20	Disruptive (Student)
20	Feb 12, 2014, 8:20 AM - Observation Ended
21	Feb 20, 2014, 9:13 AM - Observation Started
	Feb 20, 2014, 9:13 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:13 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:14 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:14 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:14 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:15 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:15 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:15 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:16 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:16 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:16 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:17 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:17 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:17 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:18 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:18 AM - Fidgeting - Was Not Engaged / Was Not
21	Disruptive (Student)
	Feb 20, 2014, 9:18 AM - Listening to Discussion - Was Engaged / Was Not
21	Disruptive (Student)

Session	Observation Notes: Antonio
21	Feb 20, 2014, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:23 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:24 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:24 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:24 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:25 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:25 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:25 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Antonio
	(Student)
21	Feb 20, 2014, 9:26 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:26 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:26 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:27 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:27 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:27 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:27 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:28 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:28 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:28 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:30 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:30 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:31 AM - Moving In Seat - Was Not Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:31 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:31 AM - Calling Out Off Topic - Was Not Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:32 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
21	Feb 20, 2014, 9:32 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

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Session	Observation Notes: Antonio
21	Feb 20, 2014, 9:32 AM - Observation Ended

Session	Observation Notes: Benito
1	Sep 30, 2013, 8:45 AM - Observation Started
1	Sep 30, 2013, 8:46 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:46 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:46 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:47 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:48 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:48 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:51 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:51 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:52 AM - Talking Appropriately With Peer - Was

Session	Observation Notes: Benito
	Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:52 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:53 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:54 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:54 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:55 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:56 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:56 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:56 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:57 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:57 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:58 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 8:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
1	Sep 30, 2013, 9:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:00 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:01 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:01 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:01 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:02 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:03 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:03 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:04 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:04 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:06 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:06 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:06 AM - Fidgeting - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:07 AM - Fidgeting - Was Engaged / Was Not Disruptive (Student)
1	Sep 30, 2013, 9:07 AM - Observation Ended
2	Oct 2, 2013, 9:13 AM - Observation Started
2	Oct 2, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was

Session	Observation Notes: Benito
	Not Disruptive (Student)
2	Oct 2, 2013, 9:14 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:14 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:15 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:15 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:16 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:17 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:17 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:17 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:18 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:19 AM - Fidgeting - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:19 AM - Fidgeting - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:19 AM - Fidgeting - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
2	Oct 2, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:22 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:22 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:23 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:23 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:23 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:24 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:24 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:24 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:25 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:25 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:26 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:26 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:26 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:26 AM - Partner activity
2	Oct 2, 2013, 9:27 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:27 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:27 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:28 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:28 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:28 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:29 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
2	Oct 2, 2013, 9:29 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:29 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:31 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:31 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:31 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:32 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:32 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:33 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:33 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:33 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:34 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:34 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:34 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
2	Oct 2, 2013, 9:34 AM - Observation Ended
3	Oct 2, 2013, 2:01 PM - Observation Started
3	Oct 2, 2013, 2:02 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:04 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:05 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:06 PM - Other On-Task - Was Engaged / Was Not

Session	Observation Notes: Benito
	Disruptive (Student)
3	Oct 2, 2013, 2:07 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:08 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:09 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:09 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:10 PM - Other On-Task - Was Not Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:11 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:12 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:12 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:13 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:14 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:14 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:15 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:15 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:16 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:16 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:17 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:17 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:18 PM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:19 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:19 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:20 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
3	Oct 2, 2013, 2:21 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:21 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:22 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:22 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:24 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:25 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:25 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:26 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:26 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:27 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:27 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:28 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:29 PM - Other On-Task - Was Not Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:29 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:30 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:31 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:32 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:33 PM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:33 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:34 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:34 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:35 PM - Talking Appropriately With Peer - Was Engaged

Session	Observation Notes: Benito
	/ Was Not Disruptive (Student)
3	Oct 2, 2013, 2:39 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 2, 2013, 2:46 PM - Benito was mostly engrossed in the computer and responded appropriately when talked to. His computer lab teacher, however, says Benito was so disruptive earlier in the class. -- laughing, turning over tables, interrupting -- that she had asked his mother to come get him at 3.
3	This observation was made entirely in the computer lab. There was not another chance to re-evaluate today because his mother's arrival will interrupt it.
3	Oct 2, 2013, 2:46 PM - Observation Ended
4	Oct 3, 2013, 9:04 AM - Observation Started
4	Oct 3, 2013, 9:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:05 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:06 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:07 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:07 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:09 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:10 AM - Listening to Discussion - Was Not Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:13 AM - Listening to Discussion - Was Not Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:14 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
4	Oct 3, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:15 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:15 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:16 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:17 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:17 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:17 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:19 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:19 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:21 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:22 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was

Session	Observation Notes: Benito
	Not Disruptive (Student)
4	Oct 3, 2013, 9:24 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Disruptive (Student)
4	Oct 3, 2013, 9:25 AM - Waiting Appropriately - Was Not Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:25 AM - Changed Activity: Whole Group Instruction
4	Oct 3, 2013, 9:26 AM - Laughing Inappropriately - Was Not Engaged / Was Disruptive (Student)
4	Oct 3, 2013, 9:26 AM - Changed Activity: Transition
4	Oct 3, 2013, 9:27 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:27 AM - Using Materials Inappropriately - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:28 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:28 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:29 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:30 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:31 AM - Doodling - Was Not Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:31 AM - Using Materials Inappropriately - Was Not Engaged / Was Disruptive (Student)
4	Oct 3, 2013, 9:32 AM - Tapping Pencil / Fingers - Was Not Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:32 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:33 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:34 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:34 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:35 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:35 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:36 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
4	Oct 3, 2013, 9:36 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:36 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:37 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
4	Oct 3, 2013, 9:39 AM - Observation began with teacher group instruction followed by two students working together. Benito was asked to leave room once for giggling.
4	Oct 3, 2013, 9:39 AM - Observation Ended
5	Oct 3, 2013, 9:40 AM - Observation Started
5	Oct 3, 2013, 9:41 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:41 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:42 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:42 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:43 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:43 AM - Using Materials Inappropriately - Was Not Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:44 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:44 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:44 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:45 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:46 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:46 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:46 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:47 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:48 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:48 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
5	Oct 3, 2013, 9:48 AM - Changed Activity: Small Group Work
5	Oct 3, 2013, 9:49 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:50 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:50 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:51 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:51 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:51 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:53 AM - Using Materials Inappropriately - Was Not Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:53 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:53 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:54 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:54 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:55 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:55 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:55 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:56 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:56 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:57 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:57 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:57 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
5	Oct 3, 2013, 9:58 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:59 AM - Changed Activity: Individual Instruction
5	Oct 3, 2013, 9:59 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 9:59 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:00 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:00 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:01 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:01 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:01 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:02 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:02 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:03 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:03 AM - Changed Activity: Transition
5	Oct 3, 2013, 10:03 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:04 AM - Changed Activity: Whole Group Instruction
5	Oct 3, 2013, 10:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:05 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:06 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:06 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:07 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:07 AM - Moving In Seat - Was Not Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
5	Oct 3, 2013, 10:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:09 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
5	Oct 3, 2013, 10:09 AM - Observation Ended
6	Oct 8, 2013, 1:44 PM - Observation Started
6	Oct 8, 2013, 1:45 PM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:45 PM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:46 PM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:46 PM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:47 PM - Arguing With Teacher - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:47 PM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:47 PM - Tapping / Swinging / Bouncing Feet - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:48 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:48 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:48 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:49 PM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:49 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:49 PM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:50 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:50 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:50 PM - Fidgeting - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:51 PM - Fidgeting - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:51 PM - Other On-Task - Was Engaged / Was Not

Session	Observation Notes: Benito
	Disruptive (Student)
6	Oct 8, 2013, 1:52 PM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:52 PM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:52 PM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:53 PM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:53 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:53 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:54 PM - Fidgeting - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:54 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:54 PM - Laughing Inappropriately - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:55 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:55 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:55 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:56 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:56 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:56 PM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:57 PM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:57 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:57 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:58 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:58 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:59 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
6	Oct 8, 2013, 1:59 PM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 1:59 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:00 PM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:00 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:00 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:01 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:01 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:01 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:02 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:02 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:02 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:03 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:03 PM - Calling Out Answers - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:03 PM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:04 PM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:04 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:04 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:05 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:05 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:05 PM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:06 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
6	Oct 8, 2013, 2:06 PM - Observation Ended

Session	Observation Notes: Benito
7	Oct 31, 2013, 9:36 AM - Observation Started
7	Oct 31, 2013, 9:36 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:37 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:38 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:38 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:38 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:40 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:40 AM - Fidgeting - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:40 AM - Tapping Pencil / Fingers - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:41 AM - Rocking - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:41 AM - Rocking - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:42 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:43 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
7	Oct 31, 2013, 9:43 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:44 AM - Hitting - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:45 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:45 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:46 AM - Flapping or Other Stereotyped Mannerisms - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:46 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:47 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:48 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:48 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:48 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:50 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:50 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Benito
	(Student)
7	Oct 31, 2013, 9:50 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:51 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:51 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:51 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:52 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:52 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:52 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:53 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:53 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:53 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:54 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:54 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:54 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:55 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:55 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:55 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:55 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
7	Oct 31, 2013, 9:56 AM - Observation Ended
8	Nov 4, 2013, 9:37 AM - Observation Started
8	Nov 4, 2013, 9:37 AM - Fiddling in Desk - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:38 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:38 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
8	Nov 4, 2013, 9:39 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:39 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:40 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:40 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:40 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:41 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:42 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:42 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:43 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:43 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:44 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:44 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:45 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:45 AM - Moving In Seat - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:47 AM - Fidgeting - Was Not Engaged / Was Not

Session	Observation Notes: Benito
	Disruptive (Student)
8	Nov 4, 2013, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:48 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:49 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:50 AM - Tapping Pencil / Fingers - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:50 AM - Tapping Pencil / Fingers - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:50 AM - Tapping Pencil / Fingers - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:51 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:52 AM - Tapping Pencil / Fingers - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:52 AM - Tapping Pencil / Fingers - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:52 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:53 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:53 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:53 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:54 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:54 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:54 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
8	Nov 4, 2013, 9:55 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:55 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:55 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:56 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:56 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:56 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:57 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:57 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:57 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:58 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:58 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:58 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:59 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:59 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 4, 2013, 9:59 AM - Observation Ended
9	Nov 6, 2013, 2:21 PM - Observation Started
9	Nov 6, 2013, 2:21 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:22 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:22 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:22 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:23 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:23 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:23 PM - Listening to Discussion - Was Engaged / Was

Session	Observation Notes: Benito
	Not Disruptive (Student)
9	Nov 6, 2013, 2:24 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:24 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:24 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:25 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:25 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:26 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:26 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:26 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:27 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:27 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:28 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:28 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:29 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:29 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:29 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:30 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:30 PM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:31 PM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:31 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:32 PM - Calling Out Answers - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:32 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
9	Nov 6, 2013, 2:33 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:33 PM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:33 PM - Pushing - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:34 PM - Pushing - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:34 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:35 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
9	Nov 6, 2013, 2:35 PM - Class ended.
9	Nov 6, 2013, 2:35 PM - Observation Ended
10	Nov 12, 2013, 9:51 AM - Observation Started
10	Nov 12, 2013, 9:51 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:52 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:52 AM - Flapping or Other Stereotyped Mannerisms - Was Not Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:53 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:53 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:53 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:54 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:54 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:55 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:55 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:55 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:56 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:56 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:56 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
10	Nov 12, 2013, 9:57 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:57 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:57 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:58 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:58 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:58 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:58 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:59 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:59 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 9:59 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:00 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:00 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:00 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:01 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:01 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:02 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:02 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:03 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:03 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:03 AM - Interacting With Teacher - Was Engaged /

Session	Observation Notes: Benito
	Was Not Disruptive (Student)
10	Nov 12, 2013, 10:04 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:04 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:04 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:05 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:05 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:05 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:05 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:06 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:06 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:06 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:07 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:07 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:07 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:09 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:09 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:09 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:10 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:10 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
10	Nov 12, 2013, 10:10 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:11 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:11 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 12, 2013, 10:11 AM - Observation Ended
11	Nov 13, 2013, 8:31 AM - Observation Started
11	Nov 13, 2013, 8:32 AM - Tapping Pencil / Fingers - Was Not Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:32 AM - Tapping Pencil / Fingers - Was Not Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:33 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:33 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:33 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:34 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:34 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:34 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:37 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:38 AM - Seatwork - Was Engaged / Was Not

Session	Observation Notes: Benito
	Disruptive (Student)
11	Nov 13, 2013, 8:38 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:38 AM - Tapping Pencil / Fingers - Was Not Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:39 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:39 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:39 AM - Tapping Pencil / Fingers - Was Not Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:40 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:40 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:40 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:41 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:41 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:43 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
11	Nov 13, 2013, 8:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:50 AM - Tapping Pencil / Fingers - Was Not Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 13, 2013, 8:52 AM - Observation Ended

Session	Observation Notes: Benito
12	Nov 19, 2013, 8:11 AM - Observation Started
12	Nov 19, 2013, 8:12 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:12 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:13 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:13 AM - Moving In Seat - Was Not Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:14 AM - Moving In Seat - Was Not Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:15 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:15 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:15 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:16 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:16 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:16 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:17 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:17 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:18 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:18 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:19 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:19 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:20 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:20 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
12	Nov 19, 2013, 8:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:23 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:25 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:28 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:28 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:29 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:29 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:30 AM - Listening to Discussion - Was Engaged / Was

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Session	Observation Notes: Benito
	Not Disruptive (Student)
12	Nov 19, 2013, 8:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:31 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:31 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 19, 2013, 8:37 AM - Observation Ended
13	Nov 20, 2013, 9:41 AM - Observation Started
13	Nov 20, 2013, 9:42 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:42 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:43 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
13	Nov 20, 2013, 9:43 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:43 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:44 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:44 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:44 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:45 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:45 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:46 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:46 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:47 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:47 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:48 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:48 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:49 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:49 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:49 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:50 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:50 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:50 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:51 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:51 AM - Seatwork - Was Engaged / Was Not

Session	Observation Notes: Benito
	Disruptive (Student)
13	Nov 20, 2013, 9:51 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:52 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:53 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:54 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:54 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:55 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:55 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:56 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:56 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:56 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:57 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:57 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:57 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:58 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:58 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:58 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 9:59 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
13	Nov 20, 2013, 9:59 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 10:00 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 10:00 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 10:00 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 10:01 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 10:01 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 10:01 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 10:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 10:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 10:02 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 10:03 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 10:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 10:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 10:04 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Nov 20, 2013, 10:04 AM - Observation Ended
14	Nov 25, 2013, 9:22 AM - Observation Started
14	Nov 25, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was

Session	Observation Notes: Benito
	Not Disruptive (Student)
14	Nov 25, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:26 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:26 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:26 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:27 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:27 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:27 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:28 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:28 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:28 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:29 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:29 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:29 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:30 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:30 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:30 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:30 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:31 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)
14	Nov 25, 2013, 9:31 AM - Listening to Discussion - Was Engaged / Was
	Not Disruptive (Student)

Session	Observation Notes: Benito
14	Nov 25, 2013, 9:31 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:36 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:37 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:37 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:37 AM - Arguing With Peer - Was Not Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:38 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:38 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:38 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:39 AM - Seatwork - Was Engaged / Was Not

Session	Observation Notes: Benito
	Disruptive (Student)
14	Nov 25, 2013, 9:39 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:39 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:40 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:40 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:40 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:41 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:41 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:41 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:42 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:42 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Nov 25, 2013, 9:42 AM - Observation Ended
15	Dec 4, 2013, 10:01 AM - Observation Started
15	Dec 4, 2013, 10:01 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:01 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:02 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:02 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:02 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:03 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:03 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:04 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:04 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:04 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
15	Dec 4, 2013, 10:05 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:05 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:05 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:06 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:06 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:06 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:07 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:07 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:07 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:08 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:08 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:08 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:09 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:09 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:09 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:10 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:10 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:10 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:10 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:11 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:11 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:12 AM - Interacting With Teacher - Was Engaged /

Session	Observation Notes: Benito
	Was Not Disruptive (Student)
15	Dec 4, 2013, 10:12 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:12 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:13 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:13 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:13 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:14 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:14 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:14 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:14 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:15 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:15 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:15 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:16 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:16 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:16 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:17 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:17 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:17 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:18 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:18 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:18 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
15	Dec 4, 2013, 10:19 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:19 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:19 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:20 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:20 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:20 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:21 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Dec 4, 2013, 10:21 AM - Observation Ended
16	Dec 16, 2013, 9:47 AM - Observation Started
16	Dec 16, 2013, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:52 AM - Listening to Discussion - Was Engaged / Was

Session	Observation Notes: Benito
	Not Disruptive (Student)
16	Dec 16, 2013, 9:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:56 AM - Flapping or Other Stereotyped Mannerisms - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:57 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:57 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:58 AM - Flapping or Other Stereotyped Mannerisms - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:58 AM - Flapping or Other Stereotyped Mannerisms - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:59 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:59 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 9:59 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
16	Dec 16, 2013, 10:00 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:00 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:01 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:01 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:02 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:03 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:03 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:04 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:04 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:04 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:05 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:05 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:05 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:06 AM - Using Materials Inappropriately - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:06 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:07 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:07 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:07 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:08 AM - Other Off-Task - Was Not Engaged / Was

Session	Observation Notes: Benito
	Not Disruptive (Student)
16	Dec 16, 2013, 10:08 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:09 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:09 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
16	Dec 16, 2013, 10:09 AM - Observation Ended
17	Jan 15, 2014, 9:40 AM - Observation Started
17	Jan 15, 2014, 9:40 AM - Rocking - Was Not Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:41 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:45 AM - Calling Out Off Topic - Was Not Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:45 AM - Teasing / Taunting Peer - Was Not Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:46 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
17	Jan 15, 2014, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:54 AM - Using Materials Inappropriately - Was Not

Session	Observation Notes: Benito
	Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 9:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 10:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 10:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 10:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 15, 2014, 10:01 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
17	Jan 15, 2014, 10:01 AM - Observation Ended
18	Feb 5, 2014, 8:56 AM - Observation Started
18	Feb 5, 2014, 8:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 8:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 8:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 8:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 8:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 8:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 8:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 8:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:01 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:01 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:01 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:03 AM - Listening to Discussion - Was Engaged / Was

Session	Observation Notes: Benito
	Not Disruptive (Student)
18	Feb 5, 2014, 9:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:06 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:06 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:06 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:07 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:07 AM - Moving In Seat - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:07 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:09 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:09 AM - Making Disruptive Noises - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:09 AM - Making Disruptive Noises - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:10 AM - Moving In Seat - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
18	Feb 5, 2014, 9:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:11 AM - Flapping or Other Stereotyped Mannerisms - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:11 AM - Flapping or Other Stereotyped Mannerisms - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:12 AM - Making Disruptive Noises - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:12 AM - Making Disruptive Noises - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:12 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:13 AM - Arguing With Teacher - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:14 AM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:14 AM - Laughing Inappropriately - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:15 AM - Laughing Inappropriately - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:16 AM - Laughing Inappropriately - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:16 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:17 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 9:17 AM - Observation Ended
19	Feb 12, 2014, 8:21 AM - Observation Started
19	Feb 12, 2014, 8:21 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:22 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:22 AM - Listening to Discussion - Was Engaged / Was

Session	Observation Notes: Benito
	Not Disruptive (Student)
19	Feb 12, 2014, 8:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:25 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:26 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:27 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:27 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:27 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:28 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:28 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:28 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:29 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:29 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
19	Feb 12, 2014, 8:29 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:29 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:31 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:31 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:31 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:32 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:33 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:33 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:34 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:35 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:35 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:36 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:37 AM - Other Off-Task - Was Not Engaged / Was Not

Session	Observation Notes: Benito
	Disruptive (Student)
19	Feb 12, 2014, 8:37 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:38 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:38 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:38 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:40 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:40 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:40 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:41 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:41 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:41 AM - Observation Ended
20	Feb 20, 2014, 9:33 AM - Observation Started
20	Feb 20, 2014, 9:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:33 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:34 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:34 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:34 AM - Calling Out Off Topic - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:35 AM - Moving In Seat - Was Not Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
20	Feb 20, 2014, 9:35 AM - Using Materials Inappropriately - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:36 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:36 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:36 AM - Other Off-Task - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:37 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:37 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:38 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:38 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:38 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:39 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:39 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:40 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:40 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:40 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:41 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:41 AM - Calling Out Answers - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:42 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:42 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:42 AM - Calling Out Answers - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:43 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:43 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Benito
20	Feb 20, 2014, 9:43 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:44 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:44 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:45 AM - Calling Out Answers - Was Not Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:45 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:48 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:48 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:48 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:50 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:50 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:50 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:50 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Benito
20	Feb 20, 2014, 9:51 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:51 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:51 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:52 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:52 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:52 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:53 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:53 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:53 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:53 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:54 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
20	Feb 20, 2014, 9:54 AM - Observation Ended

Session	Observation Notes: Carlos
1	Oct 31, 2013, 9:14 AM - Observation Started
1	Oct 31, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:15 AM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:16 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:16 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:17 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:17 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:17 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:18 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:19 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:20 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:20 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:20 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:21 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:21 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)

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Session	Observation Notes: Carlos
1	Oct 31, 2013, 9:22 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:22 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:23 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:23 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:23 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:24 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:25 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:25 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:25 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:26 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:26 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:26 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:27 AM - Fidgeting - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:27 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:28 AM - Fidgeting - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:28 AM - Fidgeting - Was Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:28 AM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:29 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
1	Oct 31, 2013, 9:29 AM - Staring / Daydreaming / Looking Around - Was

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Session	Observation Notes: Carlos
	Not Engaged / Was Not Disruptive (Student)
	Oct 31, 2013, 9:29 AM - Staring / Daydreaming / Looking Around - Was
1	Not Engaged / Was Not Disruptive (Student)
	Oct 31, 2013, 9:30 AM - Staring / Daydreaming / Looking Around - Was
1	Not Engaged / Was Not Disruptive (Student)
	Oct 31, 2013, 9:30 AM - Staring / Daydreaming / Looking Around - Was
1	Not Engaged / Was Not Disruptive (Student)
	Oct 31, 2013, 9:31 AM - Fidgeting - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 31, 2013, 9:31 AM - Listening to Discussion - Was Engaged / Was Not
1	Disruptive (Student)
	Oct 31, 2013, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive
1	(Student)
	Oct 31, 2013, 9:32 AM - Seatwork - Was Engaged / Was Not Disruptive
1	(Student)
	Oct 31, 2013, 9:32 AM - Seatwork - Was Engaged / Was Not Disruptive
1	(Student)
	Oct 31, 2013, 9:32 AM - Seatwork - Was Engaged / Was Not Disruptive
1	(Student)
	Oct 31, 2013, 9:33 AM - Seatwork - Was Engaged / Was Not Disruptive
1	(Student)
	Oct 31, 2013, 9:33 AM - Seatwork - Was Engaged / Was Not Disruptive
1	(Student)
	Oct 31, 2013, 9:33 AM - Seatwork - Was Engaged / Was Not Disruptive
1	(Student)
	Oct 31, 2013, 9:33 AM - Seatwork - Was Engaged / Was Not Disruptive
1	(Student)
	Oct 31, 2013, 9:34 AM - Seatwork - Was Engaged / Was Not Disruptive
1	(Student)
	Oct 31, 2013, 9:34 AM - Seatwork - Was Engaged / Was Not Disruptive
1	(Student)
	Oct 31, 2013, 9:34 AM - Fidgeting - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 31, 2013, 9:35 AM - Fidgeting - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 31, 2013, 9:35 AM - Interacting With Teacher - Was Engaged / Was
1	Not Disruptive (Student)
1	Oct 31, 2013, 9:36 AM - Observation Ended
2	Nov 4, 2013, 9:59 AM - Observation Started
	Nov 4, 2013, 10:00 AM - Wandering Room - Was Not Engaged / Was Not
2	Disruptive (Student)
	Nov 4, 2013, 10:00 AM - Seatwork - Was Engaged / Was Not Disruptive
2	(Student)

Session	Observation Notes: Carlos
2	Nov 4, 2013, 10:00 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:03 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:03 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:03 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:04 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:04 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:04 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:05 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:05 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:05 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:06 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:06 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:07 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:07 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:07 AM - Seatwork - Was Engaged / Was Not Disruptive

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Session	Observation Notes: Carlos
	(Student)
2	Nov 4, 2013, 10:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:08 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:09 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:09 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:09 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:09 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:10 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:10 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:11 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:11 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:11 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:11 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:12 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:12 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:12 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:13 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:13 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:13 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:14 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:14 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Carlos
2	Nov 4, 2013, 10:14 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:15 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:15 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:15 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:16 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:16 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:16 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:17 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:17 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:17 AM - Wandering Room - Was Not Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:18 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:18 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:18 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:19 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:19 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
2	Nov 4, 2013, 10:19 AM - Observation Ended
3	Nov 4, 2013, 1:03 PM - Observation Started
3	Nov 4, 2013, 1:04 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:04 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:04 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:05 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:05 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:06 PM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Carlos
	Disruptive (Student)
3	Nov 4, 2013, 1:06 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:06 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:07 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:07 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:07 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:08 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:08 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:08 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:09 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:09 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:09 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:10 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:10 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:10 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:11 PM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:11 PM - Getting Drink - Was Not Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:11 PM - Getting Drink - Was Not Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:12 PM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:12 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:12 PM - Moving In Seat - Was Not Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:13 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Carlos
3	Nov 4, 2013, 1:13 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:13 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:14 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:14 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:14 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:15 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:15 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:15 PM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:16 PM - Teasing / Taunting Peer - Was Not Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:16 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:16 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:17 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:17 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:17 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:18 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:18 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:18 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:19 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:19 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:19 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:20 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:20 PM - Staring / Daydreaming / Looking Around - Was

Session	Observation Notes: Carlos
	Not Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:20 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:21 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:21 PM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:22 PM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:22 PM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:22 PM - Sleeping / Head Down - Was Not Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:23 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:23 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:23 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:24 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:24 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Nov 4, 2013, 1:24 PM - Observation Ended
4	Nov 5, 2013, 10:12 AM - Observation Started
4	Nov 5, 2013, 10:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Carlos
4	Nov 5, 2013, 10:16 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:16 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:17 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:17 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:18 AM - Changed Activity: Seatwork
4	Nov 5, 2013, 10:18 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:19 AM - Seatwork - Was Not Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:19 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:20 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:20 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:21 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:22 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:22 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:23 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:23 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:24 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:24 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

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Session	Observation Notes: Carlos
4	Nov 5, 2013, 10:25 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:25 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:25 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:26 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:27 AM - Changed Activity: Seatwork
4	Nov 5, 2013, 10:27 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:28 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:28 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:30 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:31 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:31 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:32 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
4	Nov 5, 2013, 10:32 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
4	Nov 6, 2013, 1:50 PM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
4	Nov 6, 2013, 1:51 PM - Observation Ended
5	Nov 6, 2013, 1:53 PM - Observation Started

Session	Observation Notes: Carlos
5	Nov 6, 2013, 1:54 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 1:55 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 1:56 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 1:56 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 1:57 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 1:57 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 1:57 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 1:58 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 1:58 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 1:59 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 1:59 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:00 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:00 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:01 PM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:01 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:01 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:02 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:02 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:03 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:03 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:03 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:04 PM - Talking Appropriately With Peer - Was Engaged /

Session	Observation Notes: Carlos
	Was Not Disruptive (Student)
5	Nov 6, 2013, 2:04 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:05 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:05 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:06 PM - Carlos asked teacher for help and got it.
5	Nov 6, 2013, 2:06 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:06 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:06 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:07 PM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:07 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:08 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:08 PM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:08 PM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:09 PM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:09 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:10 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:10 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:10 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:11 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:11 PM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:12 PM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:12 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:12 PM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Carlos
	Disruptive (Student)
5	Nov 6, 2013, 2:13 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:13 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:14 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:14 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:14 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:15 PM - Fidgeting - Was Not Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:15 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:16 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:16 PM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:16 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:17 PM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:17 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:18 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:18 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:19 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:19 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:19 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Nov 6, 2013, 2:20 PM - Observation Ended
6	Nov 7, 2013, 10:15 AM - Observation Started
6	Nov 7, 2013, 10:16 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:16 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:17 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Carlos
6	Nov 7, 2013, 10:17 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:17 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:18 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:18 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:19 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:19 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:20 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:20 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:20 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:21 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:21 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:21 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:22 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:22 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:22 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:23 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:23 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:24 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:24 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:24 AM - Waiting Appropriately - Was Engaged / Was Not

Session	Observation Notes: Carlos
	Disruptive (Student)
6	Nov 7, 2013, 10:25 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:25 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:26 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:26 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:26 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:27 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 7, 2013, 10:28 AM - class left for lunch.
6	Nov 7, 2013, 10:28 AM - Observation Ended
7	Nov 8, 2013, 8:22 AM - Observation Started
7	Nov 8, 2013, 9:26 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:27 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:27 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:28 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:28 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:28 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:30 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Carlos
	(Student)
	Nov 8, 2013, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive
7	(Student)
	Nov 8, 2013, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive
7	(Student)
	Nov 8, 2013, 9:32 AM - Gathering / Putting Away Materials - Was
7	Engaged / Was Not Disruptive (Student)
	Nov 8, 2013, 9:32 AM - Gathering / Putting Away Materials - Was
7	Engaged / Was Not Disruptive (Student)
	Nov 8, 2013, 9:33 AM - Moving Around Room Appropriately - Was
7	Engaged / Was Not Disruptive (Student)
	Nov 8, 2013, 9:33 AM - Seatwork - Was Engaged / Was Not Disruptive
7	(Student)
	Nov 8, 2013, 9:33 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Nov 8, 2013, 9:34 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Nov 8, 2013, 9:34 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Nov 8, 2013, 9:35 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Nov 8, 2013, 9:35 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Nov 8, 2013, 9:35 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Nov 8, 2013, 9:36 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Nov 8, 2013, 9:36 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Nov 8, 2013, 9:36 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Nov 8, 2013, 9:37 AM - Interacting With Teacher - Was Engaged / Was
7	Not Disruptive (Student)
	Nov 8, 2013, 9:37 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Nov 8, 2013, 9:38 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Nov 8, 2013, 9:38 AM - Listening to Discussion - Was Engaged / Was Not
7	Disruptive (Student)
	Nov 8, 2013, 9:39 AM - Gathering / Putting Away Materials - Was
7	Engaged / Was Not Disruptive (Student)
	Nov 8, 2013, 9:39 AM - Gathering / Putting Away Materials - Was
7	Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Carlos
7	Nov 8, 2013, 9:39 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:40 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:40 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:40 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:43 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:48 AM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Carlos
	Disruptive (Student)
7	Nov 8, 2013, 9:48 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:49 AM - Teacher praised Carlos for his work.
7	Nov 8, 2013, 9:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
7	Nov 8, 2013, 9:50 AM - Carlos was called out of class at the beginning, which explains the interruption in time.
7	Nov 8, 2013, 9:50 AM - Observation Ended
8	Nov 12, 2013, 8:33 AM - Observation Started
8	Nov 12, 2013, 8:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:38 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:38 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:38 AM - Listening to Discussion - Was Engaged / Was

Session	Observation Notes: Carlos
	Not Disruptive (Student)
8	Nov 12, 2013, 8:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:40 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:40 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:40 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:41 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:41 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Carlos
8	Nov 12, 2013, 8:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 8:54 AM - Listening to Discussion - Was Engaged / Was

Session	Observation Notes: Carlos
	Not Disruptive (Student)
	Nov 12, 2013, 8:54 AM - Listening to Discussion - Was Engaged / Was
8	Not Disruptive (Student)
8	Nov 12, 2013, 8:54 AM - Observation Ended
9	Nov 13, 2013, 8:31 AM - Observation Started
	Nov 13, 2013, 8:32 AM - Listening to Discussion - Was Engaged / Was
9	Not Disruptive (Student)
	Nov 13, 2013, 8:32 AM - Listening to Discussion - Was Engaged / Was
9	Not Disruptive (Student)
	Nov 13, 2013, 8:33 AM - Listening to Discussion - Was Engaged / Was
9	Not Disruptive (Student)
	Nov 13, 2013, 8:33 AM - Listening to Discussion - Was Engaged / Was
9	Not Disruptive (Student)
	Nov 13, 2013, 8:33 AM - Listening to Discussion - Was Engaged / Was
9	Not Disruptive (Student)
	Nov 13, 2013, 8:34 AM - Listening to Discussion - Was Engaged / Was
9	Not Disruptive (Student)
	Nov 13, 2013, 8:34 AM - Listening to Discussion - Was Engaged / Was
9	Not Disruptive (Student)
	Nov 13, 2013, 8:34 AM - Listening to Discussion - Was Engaged / Was
9	Not Disruptive (Student)
	Nov 13, 2013, 8:35 AM - Listening to Discussion - Was Engaged / Was
9	Not Disruptive (Student)
	Nov 13, 2013, 8:35 AM - Listening to Discussion - Was Engaged / Was
9	Not Disruptive (Student)
	Nov 13, 2013, 8:36 AM - Listening to Discussion - Was Engaged / Was
9	Not Disruptive (Student)
	Nov 13, 2013, 8:36 AM - Waiting Appropriately - Was Engaged / Was Not
9	Disruptive (Student)
	Nov 13, 2013, 8:37 AM - Waiting Appropriately - Was Engaged / Was Not
9	Disruptive (Student)
	Nov 13, 2013, 8:37 AM - Waiting Appropriately - Was Engaged / Was Not
9	Disruptive (Student)
	Nov 13, 2013, 8:37 AM - Listening to Discussion - Was Engaged / Was
9	Not Disruptive (Student)
	Nov 13, 2013, 8:38 AM - Gathering / Putting Away Materials - Was
9	Engaged / Was Not Disruptive (Student)
	Nov 13, 2013, 8:38 AM - Gathering / Putting Away Materials - Was
9	Engaged / Was Not Disruptive (Student)
	Nov 13, 2013, 8:39 AM - Waiting Appropriately - Was Engaged / Was Not
9	Disruptive (Student)
	Nov 13, 2013, 8:39 AM - Waiting Appropriately - Was Engaged / Was Not
9	Disruptive (Student)

Session	Observation Notes: Carlos
9	Nov 13, 2013, 8:39 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:40 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:40 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:41 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:42 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:43 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:44 AM – Carlos left, either with another teacher or to go to the bathroom. Observation stops.
9	Nov 13, 2013, 8:48 AM - Observation Ended
10	Nov 19, 2013, 8:38 AM - Observation Started
10	Nov 19, 2013, 8:38 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:38 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:40 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:40 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:40 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:41 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:41 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:42 AM - Listening to Discussion - Was Engaged / Was

Session	Observation Notes: Carlos
	Not Disruptive (Student)
10	Nov 19, 2013, 8:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:48 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:50 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Carlos
10	Nov 19, 2013, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:57 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:59 AM - Listening to Discussion - Was Engaged / Was

Session	Observation Notes: Carlos
	Not Disruptive (Student)
10	Nov 19, 2013, 8:59 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 8:59 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:00 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:00 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:00 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:01 AM - Observation Ended
11	Nov 20, 2013, 10:04 AM - Observation Started
11	Nov 20, 2013, 10:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:05 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:06 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:06 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:06 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:07 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:07 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:07 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:08 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:08 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:09 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:09 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:09 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:10 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Carlos
11	Nov 20, 2013, 10:10 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:10 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:11 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:11 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:12 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:12 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:12 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:13 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:14 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:15 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:15 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:16 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:16 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:16 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:17 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:17 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:18 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:18 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:18 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Carlos
	(Student)
11	Nov 20, 2013, 10:19 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:19 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:20 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:20 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:20 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:21 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:21 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:21 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:22 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:22 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:23 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:23 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:23 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:24 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:24 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:25 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:25 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:25 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:26 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:26 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:27 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Carlos
11	Nov 20, 2013, 10:27 AM - Walking / Running Around Room - Was Not Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:27 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 20, 2013, 10:28 AM - Observation Ended
12	Nov 25, 2013, 8:29 AM - Observation Started
12	Nov 25, 2013, 8:29 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:31 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:31 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:31 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:36 AM - Listening to Discussion - Was Engaged / Was

Session	Observation Notes: Carlos
	Not Disruptive (Student)
	Nov 25, 2013, 8:36 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:36 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:37 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:37 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:37 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:38 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:38 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:39 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:39 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:39 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:40 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:40 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:40 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:41 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:41 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:41 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:42 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:43 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:44 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:44 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)
	Nov 25, 2013, 8:45 AM - Listening to Discussion - Was Engaged / Was
12	Not Disruptive (Student)

Session	Observation Notes: Carlos
12	Nov 25, 2013, 8:45 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:47 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:48 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:48 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:48 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:50 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:50 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:50 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:51 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:51 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:52 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:52 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:52 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Nov 25, 2013, 8:52 AM - Observation Ended
13	Dec 2, 2013, 8:31 AM - Observation Started
13	Dec 2, 2013, 8:32 AM - Staring / Daydreaming / Looking Around - Was

Session	Observation Notes: Carlos
	Not Engaged / Was Not Disruptive (Student)
13	Dec 2, 2013, 8:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 2, 2013, 8:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 2, 2013, 8:33 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
13	Dec 2, 2013, 8:34 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
13	Dec 2, 2013, 8:34 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
13	Dec 2, 2013, 8:35 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 2, 2013, 8:35 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 2, 2013, 8:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 2, 2013, 8:36 AM - Observation stopped because Carlos was called out of the room.
13	Dec 2, 2013, 8:36 AM - Observation Ended
14	Dec 16, 2013, 9:45 AM - Observation Started
14	Dec 16, 2013, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:47 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Carlos
14	Dec 16, 2013, 9:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:52 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:57 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:57 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:58 AM - Gathering / Putting Away Materials - Was

Session	Observation Notes: Carlos
	Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:59 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:59 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 9:59 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:00 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:00 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:00 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:01 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:01 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:02 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:02 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:03 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:03 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:03 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:04 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:04 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:04 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:05 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:05 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Carlos
14	Dec 16, 2013, 10:06 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:06 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:07 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:07 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:07 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
14	Dec 16, 2013, 10:08 AM - Observation Ended
15	Jan 8, 2014, 9:55 AM - Observation Started
15	Jan 8, 2014, 9:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 9:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:00 AM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Carlos
	Disruptive (Student)
15	Jan 8, 2014, 10:01 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:01 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:01 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:06 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:06 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:07 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:07 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:07 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:08 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:08 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Carlos
15	Jan 8, 2014, 10:09 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:09 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:09 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:10 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:10 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:12 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:13 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:13 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:14 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:14 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:15 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:15 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:16 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:16 AM - Moving Around Room Appropriately - Was

Session	Observation Notes: Carlos
	Engaged / Was Not Disruptive (Student)
	Jan 8, 2014, 10:17 AM - Gathering / Putting Away Materials - Was
15	Engaged / Was Not Disruptive (Student)
	Jan 8, 2014, 10:17 AM - Moving Around Room Appropriately - Was
15	Engaged / Was Not Disruptive (Student)
15	Jan 8, 2014, 10:17 AM - Observation Ended
16	Jan 31, 2014, 9:48 AM - Observation Started
	Jan 31, 2014, 9:48 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 9:48 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 9:49 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 9:49 AM - Interacting With Teacher - Was Engaged / Was
16	Not Disruptive (Student)
	Jan 31, 2014, 9:50 AM - Moving Around Room Appropriately - Was
16	Engaged / Was Not Disruptive (Student)
	Jan 31, 2014, 9:50 AM - Gathering / Putting Away Materials - Was
16	Engaged / Was Not Disruptive (Student)
	Jan 31, 2014, 9:50 AM - Waiting Appropriately - Was Engaged / Was Not
16	Disruptive (Student)
	Jan 31, 2014, 9:51 AM - Moving Around Room Appropriately - Was
16	Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 9:51 AM - Left for bathroom
	Jan 31, 2014, 9:52 AM - Moving Around Room Appropriately - Was
16	Engaged / Was Not Disruptive (Student)
	Jan 31, 2014, 9:52 AM - Moving Around Room Appropriately - Was
16	Engaged / Was Not Disruptive (Student)
	Jan 31, 2014, 9:53 AM - Moving Around Room Appropriately - Was
16	Engaged / Was Not Disruptive (Student)
	Jan 31, 2014, 9:53 AM - Moving Around Room Appropriately - Was
16	Engaged / Was Not Disruptive (Student)
	Jan 31, 2014, 9:54 AM - Moving Around Room Appropriately - Was
16	Engaged / Was Not Disruptive (Student)
	Jan 31, 2014, 9:54 AM - Gathering / Putting Away Materials - Was
16	Engaged / Was Not Disruptive (Student)
	Jan 31, 2014, 9:55 AM - Gathering / Putting Away Materials - Was
16	Engaged / Was Not Disruptive (Student)
	Jan 31, 2014, 9:55 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 9:55 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
16	Jan 31, 2014, 9:56 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Carlos
	(Student)
	Jan 31, 2014, 9:56 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 9:56 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 9:57 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 9:57 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 9:57 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 9:58 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 9:58 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 9:58 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 9:59 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 9:59 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 9:59 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 10:00 AM - Listening to Discussion - Was Engaged / Was
16	Not Disruptive (Student)
	Jan 31, 2014, 10:00 AM - Listening to Discussion - Was Engaged / Was
16	Not Disruptive (Student)
	Jan 31, 2014, 10:01 AM - Listening to Discussion - Was Engaged / Was
16	Not Disruptive (Student)
	Jan 31, 2014, 10:01 AM - Listening to Discussion - Was Engaged / Was
16	Not Disruptive (Student)
	Jan 31, 2014, 10:02 AM - Listening to Discussion - Was Engaged / Was
16	Not Disruptive (Student)
	Jan 31, 2014, 10:02 AM - Seatwork - Was Engaged / Was Not Disruptive
16	(Student)
	Jan 31, 2014, 10:03 AM - Listening to Discussion - Was Engaged / Was
16	Not Disruptive (Student)
	Jan 31, 2014, 10:03 AM - Listening to Discussion - Was Engaged / Was
16	Not Disruptive (Student)
	Jan 31, 2014, 10:03 AM - Listening to Discussion - Was Engaged / Was
16	Not Disruptive (Student)
	Jan 31, 2014, 10:04 AM - Listening to Discussion - Was Engaged / Was
16	Not Disruptive (Student)

Session	Observation Notes: Carlos
16	Jan 31, 2014, 10:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:06 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:07 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:07 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:07 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:08 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:09 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:09 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:09 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 31, 2014, 10:15 AM - Observation Ended

Session	Observation Notes: Carlos
17	Feb 4, 2014, 8:46 AM - Observation Started
17	Feb 4, 2014, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:49 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Carlos
17	Feb 4, 2014, 8:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:57 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:58 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:58 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:59 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:59 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 8:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 9:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 9:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 9:01 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 9:01 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Feb 4, 2014, 9:03 AM - Observation Ended
18	Feb 5, 2014, 12:05 PM - Observation Started
18	Feb 5, 2014, 12:06 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:06 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:07 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:07 PM - Other On-Task - Was Engaged / Was Not

Session	Observation Notes: Carlos
	Disruptive (Student)
18	Feb 5, 2014, 12:08 PM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:08 PM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:09 PM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:09 PM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:09 PM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:10 PM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:10 PM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:10 PM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:11 PM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:11 PM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:18 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:19 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:19 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:20 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:20 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:21 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:21 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:22 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:22 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:23 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:23 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Carlos
18	Feb 5, 2014, 12:23 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:24 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:24 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:25 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:25 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:25 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:26 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:26 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:27 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:27 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:27 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:28 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:28 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:28 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:29 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:29 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:29 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:30 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:30 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:31 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:31 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:31 PM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Carlos
	(Student)
18	Feb 5, 2014, 12:32 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:32 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:33 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:33 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:33 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:34 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:34 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:34 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:35 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:35 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:36 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:36 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:36 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
18	Feb 5, 2014, 12:36 PM - Observation Ended

Session	Observation Notes: Dora
1	Oct 8, 2013, 1:08 PM - Observation Started
1	Oct 8, 2013, 1:08 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:09 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:09 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:09 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:10 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
1	Oct 8, 2013, 1:10 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:11 PM - Tapping / Swinging / Bouncing Feet - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:11 PM - Staring / Daydreaming / Looking Around - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:11 PM - Tapping / Swinging / Bouncing Feet - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:12 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:12 PM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:12 PM - Tapping / Swinging / Bouncing Feet - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:13 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:13 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:13 PM - Tapping / Swinging / Bouncing Feet - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:14 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:14 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:14 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:15 PM - Moving In Seat - Was Not Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:15 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:15 PM - Tapping / Swinging / Bouncing Feet - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:16 PM - Moving In Seat - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:16 PM - Moving In Seat - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:17 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:17 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:17 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:18 PM - Interacting With Teacher - Was Engaged / Was Not

Session	Observation Notes: Dora
1	Disruptive (Student)
	Oct 8, 2013, 1:18 PM - Listening to Discussion - Was Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:18 PM - Moving In Seat - Was Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:19 PM - Listening to Discussion - Was Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:19 PM - Using Bathroom - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:19 PM - Using Bathroom - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:20 PM - Using Bathroom - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:20 PM - Using Bathroom - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:20 PM - Using Bathroom - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:21 PM - Using Bathroom - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:21 PM - Using Bathroom - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:21 PM - Using Bathroom - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:22 PM - Using Bathroom - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:22 PM - Using Bathroom - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:23 PM - Using Bathroom - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:23 PM - Using Bathroom - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:23 PM - Using Bathroom - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:24 PM - Using Bathroom - Was Not Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:24 PM - Walking / Running Around Room - Was Not
1	Engaged / Was Not Disruptive (Student)
	Oct 8, 2013, 1:24 PM - Waiting Appropriately - Was Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:25 PM - Waiting Appropriately - Was Engaged / Was Not
1	Disruptive (Student)
	Oct 8, 2013, 1:25 PM - Waiting Appropriately - Was Engaged / Was Not
1	Disruptive (Student)

Session	Observation Notes: Dora
1	Oct 8, 2013, 1:25 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:25 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:26 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:26 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:26 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:27 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:27 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:27 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:28 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:28 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:28 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:29 PM - Seatwork - Was Engaged / Was Not Disruptive (Student)
1	Oct 8, 2013, 1:29 PM - Observation Ended
2	Oct 10, 2013, 8:57 AM - Observation Started
2	Oct 10, 2013, 8:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 8:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 8:58 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 8:58 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 8:58 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 8:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 8:59 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 8:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:00 AM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Dora
	Disruptive (Student)
2	Oct 10, 2013, 9:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:01 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:01 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:01 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:02 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:03 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:04 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:05 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:05 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:05 AM - Tapping / Swinging / Bouncing Feet - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:06 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:06 AM - Tapping / Swinging / Bouncing Feet - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:06 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:07 AM - Tapping / Swinging / Bouncing Feet - Was Engaged / Was Not Disruptive (Student)

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Session	Observation Notes: Dora
2	Oct 10, 2013, 9:07 AM - Tapping / Swinging / Bouncing Feet - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:07 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:09 AM - Tapping / Swinging / Bouncing Feet - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:09 AM - Tapping / Swinging / Bouncing Feet - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:09 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:10 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:10 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:10 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:11 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:11 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:12 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:14 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
2	Oct 10, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Dora
	Disruptive (Student)
	Oct 10, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not
2	Disruptive (Student)
	Oct 10, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not
2	Disruptive (Student)
	Oct 10, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not
2	Disruptive (Student)
	Oct 10, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not
2	Disruptive (Student)
	Oct 10, 2013, 9:16 AM - Tapping / Swinging / Bouncing Feet - Was
2	Engaged / Was Not Disruptive (Student)
	Oct 10, 2013, 9:16 AM - Tapping / Swinging / Bouncing Feet - Was
2	Engaged / Was Not Disruptive (Student)
	Oct 10, 2013, 9:16 AM - Tapping / Swinging / Bouncing Feet - Was
2	Engaged / Was Not Disruptive (Student)
	Oct 10, 2013, 9:17 AM - Listening to Discussion - Was Engaged / Was Not
2	Disruptive (Student)
2	Oct 10, 2013, 9:17 AM - Observation Ended
3	Oct 31, 2013, 9:34 AM - Observation Started
	Oct 31, 2013, 9:35 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Oct 31, 2013, 9:36 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Oct 31, 2013, 9:37 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Oct 31, 2013, 9:37 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Oct 31, 2013, 9:38 AM - Watching video about American Indians to
3	prepare for museum visit.
	Oct 31, 2013, 9:39 AM - Listening to Discussion - Was Not Engaged / Was
3	Not Disruptive (Student)
	Oct 31, 2013, 9:40 AM - Listening to Discussion - Was Not Engaged / Was
3	Not Disruptive (Student)
	Oct 31, 2013, 9:40 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Oct 31, 2013, 9:41 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Oct 31, 2013, 9:42 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Oct 31, 2013, 9:42 AM - Listening to Discussion - Was Engaged / Was Not
3	Disruptive (Student)
	Oct 31, 2013, 9:43 AM - Listening to Discussion - Was Not Engaged / Was
3	Not Disruptive (Student)

Session	Observation Notes: Dora
3	Oct 31, 2013, 9:43 AM - Listening to Discussion - Was Not Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:43 AM - Listening to Discussion - Was Not Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:45 AM - Listening to Discussion - Was Not Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:48 AM - Listening to Discussion - Was Not Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:50 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:52 AM - Listening to Discussion - Was Not Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:52 AM - Listening to Discussion - Was Not Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:53 AM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Dora
	Disruptive (Student)
3	Oct 31, 2013, 9:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:55 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:56 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:57 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:57 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:58 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:59 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 9:59 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 10:00 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 10:00 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 10:00 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 10:01 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 10:01 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 10:02 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 10:02 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 10:02 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
3	Oct 31, 2013, 10:03 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 10:03 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 10:04 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 10:04 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 10:04 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 10:05 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
3	Oct 31, 2013, 10:05 AM - Observation Ended
4	Oct 31, 2013, 10:06 AM - Observation Started
4	Oct 31, 2013, 10:06 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:07 AM - Still one on one with special teacher.
4	Oct 31, 2013, 10:07 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:07 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:08 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:08 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:08 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:09 AM - Doing math problems
4	Oct 31, 2013, 10:09 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:09 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:10 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:10 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:10 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:11 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:12 AM - Interacting With Teacher - Was Engaged / Was

Session	Observation Notes: Dora
	Not Disruptive (Student)
4	Oct 31, 2013, 10:12 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:12 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:13 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:13 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:13 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:14 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:14 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:15 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:15 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:15 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:16 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:16 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:17 AM - One on one activity is with Teacher
4	Oct 31, 2013, 10:17 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:17 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:18 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:18 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:19 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:19 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:19 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:20 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:20 AM - Interacting With Teacher - Was Engaged / Was

Session	Observation Notes: Dora
	Not Disruptive (Student)
4	Oct 31, 2013, 10:21 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:21 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:21 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:22 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:22 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:23 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:23 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:24 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:24 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:24 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:25 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:25 AM - Changed Activity: Whole Group Instruction
4	Oct 31, 2013, 10:25 AM - Teacher leaves. Class gets ready for lunch
4	Oct 31, 2013, 10:26 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:26 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:27 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:27 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:28 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:28 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:28 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:29 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:30 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
4	Oct 31, 2013, 10:30 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:31 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:31 AM - Walking to cafeteria
4	Oct 31, 2013, 10:31 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:31 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:32 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
4	Oct 31, 2013, 10:33 AM - Observation Ended
5	Oct 31, 2013, 12:59 PM - Observation Started
5	Oct 31, 2013, 12:59 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 12:59 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:00 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:00 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:00 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:01 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:01 PM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:01 PM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:02 PM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:02 PM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:02 PM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:03 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:03 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:03 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:04 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
5	Oct 31, 2013, 1:04 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:04 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:05 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:05 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:05 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:06 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:06 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:07 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:08 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:08 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:08 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:09 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:09 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:09 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:10 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:10 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:10 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:11 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:11 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:11 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:11 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:12 PM - Other On-Task - Was Engaged / Was Not

Session	Observation Notes: Dora
	Disruptive (Student)
5	Oct 31, 2013, 1:12 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:12 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:14 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:14 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:14 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:15 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:15 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:15 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:16 PM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:16 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:16 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:16 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:17 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:17 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:17 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:18 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:18 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:18 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:19 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:19 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:19 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
5	Oct 31, 2013, 1:20 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:20 PM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
5	Oct 31, 2013, 1:20 PM - Observation Ended
6	Nov 1, 2013, 8:19 AM - Observation Started
6	Nov 1, 2013, 8:20 AM - Listening to Discussion - Was Not Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:38 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:39 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:49 AM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Dora
	Disruptive (Student)
6	Nov 1, 2013, 8:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

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Session	Observation Notes: Dora
6	Nov 1, 2013, 8:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 8:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:01 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:01 AM - Class getting ready for field trip.
6	Nov 1, 2013, 9:01 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:02 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:03 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:03 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:04 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:04 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:04 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:05 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:05 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:05 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:06 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
6	Nov 1, 2013, 9:06 AM - Observation Ended
7	Nov 1, 2013, 9:08 AM - Observation Started

Session	Observation Notes: Dora
7	Nov 1, 2013, 9:09 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:09 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
7	Nov 1, 2013, 9:16 AM - Observation Ended
8	Nov 12, 2013, 9:02 AM - Observation Started
8	Nov 12, 2013, 9:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:03 AM - Listening to Discussion - Was Engaged / Was

Session	Observation Notes: Dora
	Not Disruptive (Student)
8	Nov 12, 2013, 9:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:04 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:05 AM - Looks as if Dora lost a tooth or hurt her mouth. Holding paper towel up to it.
8	Nov 12, 2013, 9:06 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:06 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:06 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:07 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:07 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:07 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:08 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:08 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:09 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:09 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:09 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:11 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:11 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:11 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

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Session	Observation Notes: Dora
8	Nov 12, 2013, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:20 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:21 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:25 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:25 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:26 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:26 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:27 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:27 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:28 AM - Cooperative With Peer - Was Engaged / Was Not

Session	Observation Notes: Dora
	Disruptive (Student)
8	Nov 12, 2013, 9:28 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:29 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:30 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:31 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:31 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:32 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:33 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
8	Nov 12, 2013, 9:35 AM - Dora seems a bit distracted by whatever is going on with her mouth but is quiet and paying attention.
8	Nov 12, 2013, 9:35 AM - Observation Ended
9	Nov 13, 2013, 8:51 AM - Observation Started
9	Nov 13, 2013, 8:52 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:52 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:52 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
9	Nov 13, 2013, 8:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:53 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:57 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:57 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:58 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 8:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:00 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:01 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:01 AM - Listening to Discussion - Was Engaged / Was

Session	Observation Notes: Dora
	Not Disruptive (Student)
9	Nov 13, 2013, 9:02 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:02 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:04 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:05 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:06 AM - Doodling - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:07 AM - Doodling - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:07 AM - Doodling - Was Not Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:07 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:09 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:09 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:09 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
9	Nov 13, 2013, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
9	Nov 13, 2013, 9:15 AM - Observation Ended
10	Nov 19, 2013, 9:04 AM - Observation Started
10	Nov 19, 2013, 9:05 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:05 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:06 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:06 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:07 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:07 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:08 AM - Listening to Discussion - Was Engaged / Was

Session	Observation Notes: Dora
	Not Disruptive (Student)
10	Nov 19, 2013, 9:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:09 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:09 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:09 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
10	Nov 19, 2013, 9:17 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:17 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:17 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:22 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:22 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:24 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:25 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Dora
	(Student)
10	Nov 19, 2013, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:28 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:28 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:29 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:29 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:29 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
10	Nov 19, 2013, 9:30 AM - Observation Ended
11	Nov 21, 2013, 8:31 AM - Observation Started
11	Nov 21, 2013, 8:33 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:33 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:34 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:35 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:36 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:37 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:37 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:38 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:38 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:39 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
11	Nov 21, 2013, 8:40 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:40 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:41 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:41 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:41 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:42 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:42 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:42 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:43 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:44 AM - Something is more interesting than test.
11	Nov 21, 2013, 8:44 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:44 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:44 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:45 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:45 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:45 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:46 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:47 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
11	Nov 21, 2013, 8:48 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:48 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:48 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:50 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:50 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:50 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:51 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:51 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:51 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:52 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:52 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:52 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:53 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:53 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:53 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:54 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:54 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:54 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:55 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:55 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Dora
	(Student)
11	Nov 21, 2013, 8:55 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:56 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:56 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:57 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:57 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:57 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
11	Nov 21, 2013, 8:57 AM - Observation Ended
12	Dec 2, 2013, 8:39 AM - Observation Started
12	Dec 2, 2013, 8:40 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:40 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:41 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
12	Dec 2, 2013, 8:45 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:46 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:46 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:47 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:47 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:48 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:48 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:49 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:49 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:50 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:50 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:51 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:51 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:51 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:53 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:53 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:53 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Dora
12	(Student) Dec 2, 2013, 8:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:54 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:54 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:55 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:55 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:55 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:56 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:56 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:57 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:57 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:57 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:58 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:58 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:59 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:59 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 8:59 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 9:00 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 9:00 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 9:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 9:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 9:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
12	Dec 2, 2013, 9:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 9:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 9:02 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
12	Dec 2, 2013, 9:02 AM - Observation Ended
13	Dec 4, 2013, 9:28 AM - Observation Started
13	Dec 4, 2013, 9:28 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:32 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:32 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:33 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:34 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:35 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:36 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:36 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:37 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:38 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:40 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:40 AM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Dora
	Disruptive (Student)
13	Dec 4, 2013, 9:41 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:41 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:41 AM - Special math teaching now,
13	Dec 4, 2013, 9:41 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:42 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:43 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:44 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:44 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:45 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:45 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:46 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:46 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:47 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:47 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:47 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:48 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:48 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:48 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:49 AM - Interacting With Teacher - Was Engaged / Was

Session	Observation Notes: Dora
	Not Disruptive (Student)
13	Dec 4, 2013, 9:49 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:50 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:50 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:50 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:51 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:51 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:52 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:52 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:53 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:53 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:53 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:54 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:54 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:54 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:55 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:55 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:56 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:56 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
13	Dec 4, 2013, 9:57 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
13	Dec 4, 2013, 9:57 AM - Observation Ended
14	Jan 8, 2014, 11:05 AM - Observation Started
14	Jan 8, 2014, 11:06 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:06 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:07 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:07 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:07 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:08 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:08 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:08 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:09 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:09 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:10 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:10 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:10 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:11 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:11 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:12 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:12 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:12 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:13 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:13 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:14 AM - Talking Appropriately With Peer - Was Engaged /

Session	Observation Notes: Dora
	Was Not Disruptive (Student)
	Jan 8, 2014, 11:14 AM - Talking Appropriately With Peer - Was Engaged /
14	Was Not Disruptive (Student)
	Jan 8, 2014, 11:15 AM - Cooperative With Peer - Was Engaged / Was Not
14	Disruptive (Student)
	Jan 8, 2014, 11:15 AM - Cooperative With Peer - Was Engaged / Was Not
14	Disruptive (Student)
	Jan 8, 2014, 11:15 AM - Talking Appropriately With Peer - Was Engaged /
14	Was Not Disruptive (Student)
	Jan 8, 2014, 11:16 AM - Cooperative With Peer - Was Engaged / Was Not
14	Disruptive (Student)
	Jan 8, 2014, 11:16 AM - Cooperative With Peer - Was Engaged / Was Not
14	Disruptive (Student)
	Jan 8, 2014, 11:16 AM - Cooperative With Peer - Was Engaged / Was Not
14	Disruptive (Student)
	Jan 8, 2014, 11:17 AM - Cooperative With Peer - Was Engaged / Was Not
14	Disruptive (Student)
	Jan 8, 2014, 11:17 AM - Moving Around Room Appropriately - Was
14	Engaged / Was Not Disruptive (Student)
	Jan 8, 2014, 11:18 AM - Gathering / Putting Away Materials - Was
14	Engaged / Was Not Disruptive (Student)
	Jan 8, 2014, 11:18 AM - Gathering / Putting Away Materials - Was
14	Engaged / Was Not Disruptive (Student)
	Jan 8, 2014, 11:19 AM - Gathering / Putting Away Materials - Was
14	Engaged / Was Not Disruptive (Student)
	Jan 8, 2014, 11:19 AM - Gathering / Putting Away Materials - Was
14	Engaged / Was Not Disruptive (Student)
	Jan 8, 2014, 11:19 AM - Moving Around Room Appropriately - Was
14	Engaged / Was Not Disruptive (Student)
	Jan 8, 2014, 11:20 AM - Gathering / Putting Away Materials - Was
14	Engaged / Was Not Disruptive (Student)
14	Jan 8, 2014, 11:20 AM - Observation Ended
15	Jan 13, 2014, 8:59 AM - Observation Started
	Jan 13, 2014, 8:59 AM - Seatwork - Was Engaged / Was Not Disruptive
15	(Student)
	Jan 13, 2014, 8:59 AM - Listening to Discussion - Was Engaged / Was Not
15	Disruptive (Student)
	Jan 13, 2014, 9:00 AM - Listening to Discussion - Was Engaged / Was Not
15	Disruptive (Student)
	Jan 13, 2014, 9:00 AM - Listening to Discussion - Was Engaged / Was Not
15	Disruptive (Student)
	Jan 13, 2014, 9:01 AM - Listening to Discussion - Was Engaged / Was Not
15	Disruptive (Student)

Session	Observation Notes: Dora
15	Jan 13, 2014, 9:01 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:01 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:02 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:03 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:04 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:05 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:05 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:06 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:06 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:07 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:07 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:07 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:08 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:09 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:09 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:09 AM - Listening to Discussion - Was Engaged / Was Not

Session	Observation Notes: Dora
	Disruptive (Student)
15	Jan 13, 2014, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:10 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:11 AM - Doodling - Was Not Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:11 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:12 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:13 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:14 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:15 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:16 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:17 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:17 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
15	Jan 13, 2014, 9:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:18 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:19 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:19 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:20 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
15	Jan 13, 2014, 9:22 AM - Observation Ended
16	Jan 15, 2014, 9:06 AM - Observation Started
16	Jan 15, 2014, 9:06 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:06 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:07 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:07 AM - Singing with class
16	Jan 15, 2014, 9:08 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:08 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:08 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:09 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:09 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
16	Jan 15, 2014, 9:09 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:10 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:10 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:10 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:11 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:11 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:11 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:12 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:12 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:13 AM - Class had short break for restroom.
16	Jan 15, 2014, 9:21 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:21 AM - Gathering / Putting Away Materials - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:21 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:22 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:23 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:23 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:24 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:24 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:24 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:25 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)

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Session	Observation Notes: Dora
16	Jan 15, 2014, 9:25 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:26 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:26 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:26 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:27 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:27 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:27 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:28 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:28 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:28 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:30 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:30 AM - Staring / Daydreaming / Looking Around - Was Not Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:32 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:32 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:32 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:33 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:33 AM - Seatwork - Was Engaged / Was Not Disruptive

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Session	Observation Notes: Dora
	(Student)
16	Jan 15, 2014, 9:33 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:34 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
16	Jan 15, 2014, 9:35 AM - Observation Ended
17	Jan 31, 2014, 9:17 AM - Observation Started
17	Jan 31, 2014, 9:17 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:18 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:18 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:19 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:19 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:19 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:20 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:20 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:21 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:21 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:21 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:22 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:22 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:23 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:23 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:23 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:24 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:24 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
17	Jan 31, 2014, 9:25 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:25 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:25 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:26 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:27 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:27 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:28 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:28 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:28 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:29 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:29 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:29 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:30 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:31 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:32 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:33 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:33 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:34 AM - Moving Around Room Appropriately - Was

Session	Observation Notes: Dora
	Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:34 AM - Chatting With Peer(s) - Was Not Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:35 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:35 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:36 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:36 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:37 AM - Arguing With Peer - Was Not Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:37 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:38 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:38 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:40 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:40 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:40 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:41 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:41 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:42 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:42 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:42 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:43 AM - Interacting With Teacher - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:43 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
17	Jan 31, 2014, 9:44 AM - Observation Ended
18	Feb 10, 2014, 8:24 AM - Observation Started

Session	Observation Notes: Dora
18	Feb 10, 2014, 8:24 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:24 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:25 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:25 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:25 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:26 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:26 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:27 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:27 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:28 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:28 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:29 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:29 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:29 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:29 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:30 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:30 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:30 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:31 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:31 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:32 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:32 AM - Seatwork - Was Engaged / Was Not Disruptive

Session	Observation Notes: Dora
18	(Student) Feb 10, 2014, 8:32 AM - Seatwork - Was Engaged / Was Not Disruptive
18	(Student) Feb 10, 2014, 8:33 AM - Seatwork - Was Engaged / Was Not Disruptive
18	(Student) Feb 10, 2014, 8:33 AM - Seatwork - Was Engaged / Was Not Disruptive
18	(Student) Feb 10, 2014, 8:33 AM - Seatwork - Was Engaged / Was Not Disruptive
18	(Student) Feb 10, 2014, 8:34 AM - Seatwork - Was Engaged / Was Not Disruptive
18	(Student) Feb 10, 2014, 8:34 AM - Seatwork - Was Engaged / Was Not Disruptive
18	(Student) Feb 10, 2014, 8:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:35 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:35 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:35 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:36 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:37 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:38 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:38 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:38 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
18	Feb 10, 2014, 8:39 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:40 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:40 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:40 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:41 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:42 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:43 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:44 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:44 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:44 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
18	Feb 10, 2014, 8:45 AM - Observation Ended
19	Feb 12, 2014, 8:32 AM - Observation Started
19	Feb 12, 2014, 8:33 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:33 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:34 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:34 AM - Waiting Appropriately - Was Engaged / Was Not

Session	Observation Notes: Dora
	Disruptive (Student)
19	Feb 12, 2014, 8:34 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:35 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:35 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:36 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:36 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:36 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:37 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:37 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:38 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:38 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:40 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:40 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:41 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:41 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:42 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:42 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:42 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:43 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:43 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:43 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:44 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)

Session	Observation Notes: Dora
19	Feb 12, 2014, 8:44 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:45 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:45 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:46 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:46 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:47 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:47 AM - Cooperative With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:48 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:49 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:50 AM - Seatwork - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:50 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:50 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:51 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:51 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:52 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:52 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:53 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:53 AM - Waiting Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:54 AM - Waiting Appropriately - Was Engaged / Was Not

Session	Observation Notes: Dora
	Disruptive (Student)
19	Feb 12, 2014, 8:54 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:54 AM - Talking Appropriately With Peer - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:55 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:56 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:57 AM - Listening to Discussion - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:58 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:58 AM - Moving Around Room Appropriately - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:59 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 8:59 AM - Other On-Task - Was Engaged / Was Not Disruptive (Student)
19	Feb 12, 2014, 9:00 AM - Observation Ended

APPENDIX G

G. Fitness Test Activities

1. *Burpee.* This activity measures upper and lower body strength. The burpee begins standing, feet shoulder width apart. The participants then place their hands on the ground and jump their feet back to a plank position. From the plank, the participants drop to the floor with their chest and feet keeping contact with the ground, while their hips and thighs remain slightly raised. The participants push back up from the ground using their arms, to the plank position. From there, the participants jump their feet to their hands, landing in a low squat, and then jump up to standing and clap their hands above their heads noting completion of the movement. If the participants do not come to complete hip extension at the top with their clap, this would be considered a no-rep. To start, the trainer calls out the signal "3, 2, 1, Go!" and begins timing the participants for one minute. The participants were grouped in pairs while one partner was completing the activity, the other was counting. The student completing the fitness test stops on the word "Time."

2. *Sit-up.* This activity measures abdominal strength. The sit-up begins lying down, feet should be touching, and knees bent with hands at their sides or above their head. The participants counting partner could assist by standing lightly on their shoes to hold them down when they were doing their sit-ups. The participants then using their arms, either raising them above their head to achieve momentum, or just at their sides, would sit up, reaching their hands out in front, toward their shoes. The participants' chest must touch their bent legs and knees in order to count and complete the sit-up. The participants then slowly lower back down, until their shoulder blades touch the ground. As soon as the shoulder blades touch the ground, the participants would sit back up, hands out in front, until they once again touch their chest to their knees. If the participants do not get their shoulder blades fully to the ground, or their chest to their knees, the repetition would not be counted. To start, the trainer calls out the signal "3, 2, 1, Go!" and would begin timing the participants for one minute. The participants were grouped in pairs while one partner was completing the activity, the other was counting. The student completing the fitness test stops on the word "Time."

3.   *Jump rope (singles).* This activity measures coordination and endurance. The jump rope begins where both feet are slightly apart and jump at the same time over the rope. The rope is swung in a manner so that it passes over the participants' head and under their feet. If the rope did not make a complete rotation around the feet and body and stopped, this would discontinue to the count and not count as a repetition. To start, the trainer calls out the signal "3, 2, 1, Go!" and begins timing the participants for one minute. The participants were grouped in pairs while one partner was completing the activity, the other was counting. The student completing the fitness test stops on the word "Time."

H. Student Record Sheet

Fitness Test	Student Record Sheet											
Session	1	2	3	4	5	6	7	8	9	10	11	12
Burpees												
Sit-ups												
Jump Rope (Singles)												

Fitness Test	Student Record Sheet											
Session	13	14	15	16	17	18	19	20	21	22	23	24
Burpees												
Sit-ups												
Jump Rope (Singles)												

I. Sample of CrossFit Kids WODs Completed

Week 1		Session 1	Session 4
	Warmup	Mountain Climbers, Run, and Stop, drop and roll	
	Skill	Skills for test: burpees, jump rope, and sit-ups	
	Fitness Test	AMRAP in one minute: burpees, sit-ups, jump rope	
	WOD Skills	Slam Balls	
	WOD	4 Rounds: Run 200m, 7 Burpees, 7 Slam Balls	
	Game	Fire Hose Run (teams of 3, relay run with rope)	
Week 2		Session 2	
	Warmup	Stretches, Bootstrappers, skipping	
	Fitness Test	AMRAP in one minute: burpees, sit-ups, jump rope	
	Skill	The many ways to jump: hops, broad jumps, lateral jumps, and box jumps; KB HPs	
	Partner or Team WOD	10 KB HPs, 10 Lateral Burpees (over rope?)	
	Game	Potato Sack Races	
Week 3		Session 3	Session 4
	Warmup	CF Tag	jump ropes /

		jumping
Fitness Test	AMRAP in one minute: burpees, sit-ups, jump rope	AMRAP in one minute: burpees, sit-ups, jump rope
Skill	Jump rope; walking lunges	handstands: stink bugs and forward rolls; review DL; shoulder press
WOD	Team or Partner WOD: 20 jump ropes; walking lunges to cone; 3 burpees; sprint back	"Lil Diane": 21-15-9 DL; DB shoulder press
Game	CF Dodgeball	Helicopter
Week 4	Session 5	Session 6
Warmup	Walking Lunges; tuck jumps	Basic warmup
Fitness Test	AMRAP in one minute: burpees, sit-ups, jump rope	AMRAP in one minute: burpees, sit-ups, jump rope
Skill	Front squat; Review push press for thruster	Wall Ball; review box jumps; dips
WOD	Fran	Stations (40 sec): wall ball; box jumps; push-ups; dips
Game	Musical Med Balls	Potato Sack Races
Week 5	Session 7	Session 8
Warmup	Burpee Relay	Freeze Tag
Fitness Test	AMRAP in one minute: burpees, sit-ups, jump rope	AMRAP in one minute: burpees, sit-ups, jump rope
Skill	Review Front squat; DL with PVC; Push Press	Jump rope
WOD	Tabata with Run buy-in and buy-out: DL; Front Squat;	Team Relay: 5 single jump ropes; run 25m,

Push Press

Game Caterpillar Races: Form teams of equal size. Have kids think up one-syllable names for their teams. Then line teams up next to each other behind a starting line.

Instruct team members to place hands on the shoulders of the team members in front of them and race to a finish line according to the following rules of movement: The first person in line may hop one step forward. Continue down the line until the last person in line hops one step forward. After the last person hops, he or she must shout the team name. Then the whole team may hop one step forward at the same time. Repeat this process to move the caterpillar along.

Players must keep their hands on the shoulders of the team members in front of them at all times

2 burpees, run back, next team member goes Fort Relay: use various items to build a fort (pads, boxes, cones, mats) team has to all participate to move the fort items 25m away and rebuild it exactly the same as it was

during the race. Players may move forward only by hopping one step forward with both feet at once. If a team member breaks any of the above rules, it must return to the starting line and begin again.

Week 6		Session 9	Session 10
	Warmup	Plank Hold Patty Cake	Becks burpees
	Fitness Test	AMRAP in one minute: burpees, sit-ups, jump rope	AMRAP in one minute: burpees, sit-ups, jump rope
	Skill	Pull-ups / ring rows	Push Press and how it differs from Shoulder press; review KB HPs
	WOD	5 rounds: Bear Crawl 25m; 3-5 pull-ups or progression movements; bear crawl 25m 10-15 situps	3 rounds: 5 KB HPs; 10 Push Press; 15 sit-ups
	Game	CrossFit Tag	Crab Soccer
Week 7		Session 11	Session 12
	Warmup	Walking Lunges; tuck jumps	Basic warmup
	Fitness Test	AMRAP in one minute: burpees, sit-ups, jump rope	AMRAP in one minute: burpees, sit-ups, jump rope
	Skill	Strict Press; review good squat form	Wall Ball; review box jumps; dips
	WOD	3 rounds: Run 50m; 5 shoulder presses; 10 Squats	Stations (40 sec): wall ball; box jumps; sit-ups; dips

Game	Helicopter: jump the rotating rope	Freeze Tag

Week 8	Session 13	Session 14
Warmup	Becks burpees	Crab Soccer
Fitness Test	AMRAP in one minute: burpees, sit-ups, jump rope	AMRAP in one minute: burpees, sit-ups, jump rope
Skill	Push Press and how it differs from Shoulder press; review KB HPs	Jump rope / double unders
WOD	Tabata with Run buy-in and buy-out: KB HPs; Push Press; Jumping Jacks	Team Relay: 5 single jump ropes; run 25m, 2 burpees, run back, next team member goes
Game	Caterpillar Races	Red Light/Green Light

Week 9	Session 15	Session 16
Warmup	Hollow holds, supermans, bootstrappers	Jog; 5 Air Squats, 5 Broad jumps, 5 Burpees, Sprint back
Fitness Test	AMRAP in one minute: burpees, sit-ups, jump rope	AMRAP in one minute: burpees, sit-ups, jump rope
Skill	how far can you throw med ball	DB/KB push press: review push up and squat form
WOD	Weighted shuttle run in teams	Team Partner WOD: farmer's walk carrying KBs or DB, 20 push-ups, 30 Air Squats
Game	Beach Towel Relay	Tug-of-war - pit partners from WOD

		Session 17	Session 18
			against each other
Week 10		Session 17	Session 18
	Warmup	Tag the Knees--everyone is it--tag knees-when tagged one hand on knee and one had out for a high five to get back in game	Shuttle Run relay; start with 2 good squats then run to either pick up or put back balls at 3 different distances
	Fitness Test	AMRAP in one minute: burpees, sit-ups, jump rope	AMRAP in one minute: burpees, sit-ups, jump rope
	Skill	deadlift / box jump / review push-up	Sit-up; Review squat & plank position of push-up
	WOD	21-15-9: box jump; deadlift; push-up	Holding plank for as long as possible; once position breaks, child does 5 situps and 5 squats; last child to break plank pos gets to lead the class in follow the leader run
	Game	Finding Nemo	Continue to follow the leader run if more time allows
Week 11		Session 19	Session 20
	Warmup	Animal walks: bear, alligator, crab, spider hops	Bootstrappers, hi-knee skipping, slides, sprints
	Fitness Test	AMRAP in one minute: burpees, sit-	AMRAP in one minute:

		ups, jump rope	burpees, sit-ups, jump rope
Skill		Shoulder Press; review good squat form	L-sit; review deadlift
WOD		3 rounds: Run 50m; 5 shoulder presses; 10 Squats	1 min top Plank Hold
Game		CrossFit Dodgeball	Russian Hop Races

Week 12	Session 22	Session 23
Warmup	Popsicle Stick Relay	Frog Leap Down sprint back
Fitness Test	AMRAP in one minute: burpees, sit-ups, jump rope	AMRAP in one minute: burpees, sit-ups, jump rope
Skill	Box Jump; review deadlift	KB HPs; Burpees
Team WOD	Most box jumps in 1 min; Spartans: Deadlift tire twice; hi-Knee skips down and back; next person does same and so on changing the skips to runs, bear crawls, etc. when team cycles through	CrossFit Baseball: 1st Base: Burpees; 2nd base Wall Squats; 3rd base: situps; Home Base KB HPs
Game	Robin's Nest: 3 Hula hoops are nests and balls are eggs Set up the central nest with all of the eggs in a designated space. Set up team nests equal distances apart from each other and from the central nest. Players all start with one foot in their team's nest. On "go"	Lego Relay: run to pile of legos, grab 3 pieces and bring back, next person on team goes: have 5 minutes to collect; 5 minutes to build, tallest lego tower wins!

all players race to the robin's nest (central nest) to steal eggs an take back to their team's nest. At any point, teams can steal eggs from each other's nests. This all continues until we say stop. Then you tally up the team's eggs.
Rules: You can only carry one "egg" at a time. No throwing or rolling the "eggs". Not a contact sport either. Can't steal from a person, only a nest.

Week 13		Session 24	Session 25
Warmup		Tunnel Tag	Freeze Tag
Fitness Test		AMRAP in one minute: burpees, sit-ups, jump rope	AMRAP in one minute: burpees, sit-ups, jump rope
Skill		If testing, teach burpees and situps	Go Over Movements for fitness test: Push-ups, Squats, Sit-ups, & Jump Rope
WOD		Partner WOD / one goes while one counts reps: [5-6 min] AMRAP or total reps: 12 situps; run; 6 burpees; run	Max Effort: pushups, squats, sit-ups, & jump rope
Game		Dodgeball	CrossFit Baseball, Using the push-up, squat, sit-ups and jump rope at the bases.

Week 14	Session 26	Session 27
Warmup	Follow the leader	Obstacle Course: lateral jumps, vertical jumps, forward rolls
Fitness Test	AMRAP in one minute: burpees, sit-ups, jump rope	AMRAP in one minute: burpees, sit-ups, jump rope
Skill	Squat / Bear Crawl	KB swings: review push up and squat form
Partner or Team WOD	10 min AMRAP: Run 50m; 10 squats; Bear Crawl Back	Partner WOD: While one runs 50m, the other does: 1) KB swings; 2)push-ups; 3) squats
Game	CrossFit Tag	Tug-of-war - pit partners from WOD against each other

Week 15	Session 28	
Warmup	Hollow holds, supermans, bootstrappers	
Fitness Test	AMRAP in one minute: burpees, sit-ups, jump rope	
Skill	how far can you throw med ball	
WOD	Tabata: (4 rounds): box jumps, sit ups, burpees	
Game	Beach Towel Relay: Divide the class into two teams. Use four cones to denote both start and turn-around points for each team. Leave enough space at the	

second cones for the
full length of the
towel to swing
around the cone
without the risk of
colliding with the
other team. One
team member sits on
the beach towel and
gets pulled around
the second cone and
back by two other
team members.
Kids take turns until
each team member
has ridden the towel.
The team member
being pulled on the
towel must remain
seated until he or she
is returned to the
starting point. All
team members must
have a turn both
riding on and pulling
the towel.

J. Interview Questions

Interview Questions for the Research Study (Parent)

Describe your knowledge and/or experience with CrossFit Kids (CFK).
What did you like/dislike about CFK?
How did your son/daughter feel about school before/after CFK?
Have you noticed any changes in your son/daughter physically after CFK?
Has CFK affected how your son/daughter's behaves or focuses on tasks?
Has CFK affected your son/daughter's memory?
Would you like your son/daughter to continue to participate in CrossFit Kids?

Interview Questions for the Research Study (Teacher)

Describe your knowledge of the CrossFit Kids (CFK).
What did you like/dislike about CFK?
How did your student feel about school before/after CFK?
Have you noticed any changes in your student physically after CFK?
Has CFK affected how your student behaves or focuses on tasks?
Has CFK affected your students' memory?
Would you like your student or other students to continue to participate in CrossFit Kids?

Interview Questions for the Research Study (Students)

Describe your experience with CrossFit Kids (CFK).
What did you like/dislike about CFK?
How did you feel about school before/after CFK?
Have you noticed any changes physically after CFK?
Has CFK affected how you behave or focus on tasks?
Has CFK affected your memory?
Would you like to continue to participate in CrossFit Kids?

K. Interview Transcriptions

<u>Transcription details:</u>

Interview Date: 3/21/2014

Input sound file: Antonio Transcription

<u>Transcription results:</u>

Interviewer:

All right. Describe your experience with CrossFit Kids, what do you think about CrossFit?

Antonio:

You do squats.

Interviewer

Tell me about CrossFit.

Antonio:

You do some games, some, let's see, some exercising.

Interviewer:

What else? What did you like about CrossFit?

Antonio:

The cheer thing.

Interviewer:

The cheer at the end?

Antonio:

Yeah. The work of the day.

Interviewer:

The workout of the day. And what did you not like about CrossFit?

Antonio:
Nothing.

Interviewer:
Okay. Did you notice anything physically different about yourself since you did CrossFit?

Antonio:
The squat was a bit hard.

Interviewer:
But in your body, so like physically, did you feel stronger, did you feel weaker, did you feel--

Antonio:
Stronger and faster.

Interviewer:
Okay. Do you think CrossFit has helped you in class at all like with your schoolwork?

Antonio:
Umm…It helped me...

Interviewer:
How? How does it help you with your schoolwork?

Antonio:
It's doing things that sometimes I do like and do my homework.

Interviewer:
All right. And would you like to continue to do CrossFit?

Antonio:
Yes.

Interviewer:
Why?

Antonio:
Because it's fun and I think I need to get a little bit more faster.

Interviewer:
Okay.

Transcription results:

Interviewer:

All right. So tell me about your experience with CrossFit - the CrossFit program. What did you think about it?

Benito:

That we did several CrossFit in the WOD, and we did...

Interviewer:

Well just tell me what you thought about it. What did you think about CrossFit?

Benito:

I think about CrossFit - that burpees gets me kind of a little tired. Even sit-ups and...um, um, even in the WOD, we were doing centers in the WOD. WOD stands for Workout of the Day. And then, we did centers with each CrossFit, like sit-ups, burpees, and we do two run laps. We also played helicopters, and we just played tail tag with the socks.

Interviewer:

Yup, you played tiger tag, right? Tiger tail tag, yeah? What else?

Benito:

We played freeze tag, and we also did musical chairs.

Interviewer:

And what would we do in freeze tag when we froze? What would you have to do? What was the-- what happens if you got--

Benito:

If you got frozen, you have to stay frozen before other people tags you. If other people tags you when you're frozen, you're free to go, then, you have to hide from other persons than can freeze you.

Interviewer:

Would you have to do burpees though? Sometimes, if you got tagged, you have to do burpees right?

Benito:

Even helicopter.

Interviewer:

Yeah, if the helicopter hit, you had to do burpees right? All right, let's see. What did you like best about CrossFit? What was your favorite thing about CrossFit?

Benito:

My favorite thing about CrossFit is I like to do the jump ropes.

Interviewer:

The jump rope? Okay, and what did you like least about CrossFit?

Benito:

Burpees and sit-ups.

Interviewer:

And sit ups, those are hard for you?

Benito:

Yeah.

Interviewer:

All right. How did you feel about school before you started CrossFit?

Benito:

School was pretty fun. We used to learn about Math, Science, we also did writing. In the morning class, we did Math, Science. We did more math and more science, and then, we just switched to another class - the afternoon class.

Interviewer:

Do you think, since you did the CrossFit club, do you feel any different about school since during the club?

Benito:

Yeah-- no.

Interviewer:

Not really? Not different? Okay. Let's see. Have you noticed any changes in yourself physically since doing CrossFit? Like your arms, do you feel stronger or weaker? Or Do you notice any changes, because you said you used to do sit ups at home. What do you think?

Benito:

I used to do sit ups at home.

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Interviewer:

Did you notice any changes in your body?

Benito:

Well, I do. I just got sweating and I got a heartbeat.

Interviewer:

So your heart would race faster?

Benito:

Mm-hm.

Interviewer:

Okay. Did you notice any changes in how CrossFit made you feel in your mind? Did it help you think any better? What do you think?

Benito:

It feels better because exercising is fun - even the fun run. Like, you have to get the number of your fun run, and get the fun run shirt. If you pass, you get a golden medal.

Interviewer:

Right, but how do you think doing exercise helps you in the classroom?

Benito:

It gives you more strength.

Interviewer:

It gives you strength? How does strength help you in school?

Benito:

They have to learn, and if you're at the PE or gym, we just played...

Interviewer:

But does it help you with your academics, like Math and reading?

Benito:

Yeah.

Interviewer:

How?

Benito:

Like, using your strength, you should try harder. I mean, you should try harder and be smart. The same as your strength.

Interviewer:

Okay, let's see. Do you think you want to continue to do Crossfit Kids at some point? The club?

Benito:

Some.

Interviewer:

Only some?

Benito:

Mm-hm.

Interviewer:

How come?

Benito:

Sometimes, burpees and sit-ups are hard.

Interviewer:

They're too hard?

Benito:

Yeah.

Interviewer:

Yeah. So you found that it was hard for you to do those things, right?

Benito:

Because it got me hurt right here.

Interviewer:

Your back was hurting from doing the sit-ups?

Benito:

Yeah, it was the floor.

Interviewer:

The floor, I know. We had to do it on the carpet. That would hurt. Well, thank you for participating with us today. All right.

Transcription details:

Interview Date: 3/27/2014

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Input sound file: Carlos Transcription

Transcription results:

Interviewer:

All right. So, tell me about your experience with CrossFit Kids at the club. Tell me about what you did?

Carlos:

I did push-ups, sit-ups, jump rope.

[silence]

Carlos:

Forgot that one.

Interviewer:

What? You can describe it.

Carlos:

The, when you [?]--

Interviewer:

Sit-ups? That's sit-ups.

Carlos:

I mean the one you do a push-up thing and you do a clap.

Interviewer:

Burpees?

Carlos:

Burpees, running.

[silence]

Interviewer:

What else? What else did we do?

Carlos:

That thing.

Interviewer:

Pull-ups?

Carlos:

Pull-ups.

[silence]

Interviewer:

What did you like the best about CrossFit?

Carlos:

The way you do jump ropes.

Interviewer:

You like the jump ropes?

Carlos:

Mm-hmm.

Interviewer:

Why did you like the jump ropes the best?

Carlos:

Because you can jump.

Interviewer:

You like jumping?

Carlos:

Yeah.

Interviewer:

What did you like the least about CrossFit?

[silence]

Carlos:

Sit-ups.

Interviewer:

Sit ups? Why?

Carlos:

Because they hurt my back.

Interviewer:

They hurt your back? Okay. Let's see. How did you feel about school before you started CrossFit? Did you like school?

Carlos:

Mm-hmm.

Interviewer:

How did you feel about school after CrossFit? Same? About the same?

Carlos:

Yeah…Mm-hmm.

Interviewer:

Okay. Let's see, with CrossFit, did you notice any changes in yourself physically, in your body? Did you get stronger or do you feel weaker?

Carlos:

Stronger.

Interviewer:

Did you get faster or slower?

Carlos:

I got stronger.

Interviewer:

Okay. What else? What do you think?

Carlos:

I got faster.

Interviewer:

What else?

Carlos:

That's all.

Interviewer:

That's all? Did you notice anything about your body? Did it change at all?

Carlos:

Mm-hmm.

Interviewer:

How?

Carlos:

Just my mind.

Interviewer:

Your mind? How?

Carlos:

I did a lot exercise.

Interviewer:

In your mind? Or just doing the exercise you thought about things? Okay. Do you think that CrossFit has helped affect your mind and your thinking?

Carlos:

Mm-hmm.

Interviewer:

How?

Carlos:

I got smarter at math and reading.

Interviewer:

How? How do you think CrossFit helped you get smarter at math and reading?

Carlos:

Because, we did a lot of stuff, and we just run and play the games, and got you tired.

Interviewer:

How do you think the exercise helped your math and reading?

Carlos:

Good.

Interviewer:

How do you think they related to each other, Carlos?

Carlos:

Kind of.

Interviewer:

Right, but you're saying to me that they are. I'm not saying that. You're telling me. Why? Why do you think that? It's okay that you think that, but why?

Carlos:

Because, now I do math more better.

Interviewer:

You think it's because of doing the exercise?

Carlos:

Mm-hmm.

Interviewer:

Why?

Carlos:

I did a test, and then last time I got five out of five, and two. Then again, I got five out of five.

Interviewer:

That was after you did CrossFit?

Carlos:

Mm-hmm.

Interviewer:

Really?

Carlos:

Mm-hmm.

Interviewer:

You did CrossFit, and then you did your math test?

Carlos:

No.

Interviewer:

Okay. Tell it to me again.

Carlos:

I did CrossFit and then the other day, I did a test, and I got a five out of five.

Interviewer:

Okay. Then what about the times before that, you hadn't done as well on your math test?

Carlos:

I just got a four out of five.

Interviewer:

The four out of five the time before. Interesting. You think that it's because of the CrossFit that you did better on the math?

Carlos:

Mm-hmm.

Interviewer:

Really? You think because you did the exercise, you did better?

Carlos:

Uh-huh.

Interviewer:

Wow. Is that why you're still doing the club?

Carlos:

Yeah.

Interviewer:

Why do you still do CrossFit?

Carlos:

I like it.

Interviewer:

What do you like about CrossFit?

Carlos:

The exercise.

Interviewer:

Why do you like the exercise?

Carlos:

It helped your blood.

Interviewer:

It helps your blood? How does it help you blood?

Carlos:

I forgot.

Interviewer:

Does it help the blood flow in your body better?

Carlos:

Mm-hmm.

Interviewer:

What does it do when the blood flows in our body better?

Carlos:

You get stronger?

Interviewer:

That's right. All right, let's see. You've decided to continue to do CrossFit, right? Why did you choose to continue to do CrossFit?

Carlos:

It's fun.

Interviewer:

When the club forms came out, and they said all these choices, you chose to do it again? You told your mom you wanted to do it again?

Carlos:

Mm-hmm.

Interviewer:

Very cool. All right. Well, thank you for answering all of my questions. You did a great job. All right, high five.

Transcription details

Interview Date:	3/14/2014
Input sound file:	Dora Transcription

Transcription results:

Interviewer:

Describe your experience with CrossFit Kids? What did you like, what did you think about CrossFit?

Dora:

We jump, we do exercise and for exercise, we do push-ups, jumping jacks, running, jumping. We do a lot of things like exercise. Who Is it a phone? Or that?

Interviewer:

It's just recording it.

Dora:

Umm, okay, Done.

Interviewer:

What did you like or not like about CrossFit? So why don't we start, what did you like about CrossFit?

Dora:

I like?

Interviewer:

Yeah, what did you like?

I like to do like crossfit like exercise and give me stuff to eat [inaudible] stuff like that. He must tell you, right, the phone numbers [inaudible].

Interviewer:

Yeah.

Dora:

I knew it, I knew it, I knew it.

Interviewer:

So, anything else that you liked?

Dora:

No.

Interviewer:

Is there anything that you did not like about it?

Dora:

I do not like running. I run but I don't like running because when you run, your heart go like "boom boom boom boom boom" faster.

Interviewer:

Your heart beats fast when you run? Alright, how did you feel about school before you did CrossFit?

Dora:

Good.

Interviewer:

And how do you feel about school after you did CrossFit?

Dora:

Good.

Interviewer:

Yeah? Do you feel any different about school?

Dora:

Kind of.

Interviewer:

What, what?

Dora:

The kinders.

Interviewer:

What about the kindergartners?

Dora:

They should know how to "What's one plus one?" but they do not know.

Interviewer:

Right…So when you're in school longer, you learn more?

Dora:

Me Yeah…What is that?

Interviewer:

So do you feel any different in school, after you did CrossFit?

Dora:

No. Are you recording now?

Interviewer:

Have you noticed any changes in your body, since you started doing CrossFit - like physically?

Dora:

Yes.

Interviewer:

Do you feel stronger or different?

Dora:

Yes.

Interviewer:

Dora:

What?

Interviewer:

Kind of.

Interviewer:

What, what - tell me what you feel.

Dora:

I felt so hard.

Interviewer:

Okay. What else? Like you're body - how do you feel in your body?

Dora:

My body feels good.

Interviewer:

Yes.

Dora:

Because, you could be skinny for exercise. I do it - then when I was doing this - the last time?

Interviewer:

What were those - when you pointed on the ground? What were you talking about?

Dora:

About - we did...

Interviewer:

What were those?

Dora:

We did like exercise...

Interviewer:

What exercise was that?

Dora:

Push-ups, five jumping jacks.

Interviewer:

Sit-ups, right?

Dora:

Sit-ups. I did that at home.

Interviewer:

So does your body feel better?

Dora:

Yeah.

Interviewer:

Yeah? How does it feel?

Dora:

Good.

Interviewer:

Okay.

Dora:

Is-- Now is it recording on me?

Interviewer:

Do you think that you were able to pay attention in school better after doing Crossfit? Or did you notice any difference?

Dora:

Yeah.

Interviewer:

What?

Dora:

I don't know.

Interviewer:

Okay - didn't really notice anything there.

Dora:

Who are you talking to the phone?

Interviewer:

No - it's recording on the phone.

Dora:

Oh.

Interviewer:

Yes. Would you like to continue to do Crossfit Kids?

Dora:

Yes, please.

Interviewer:

Why do you want to keep doing Crossfit Kids?

Dora:

It's fun.

Interviewer:

What's fun about it?

Dora:

Do things good. They do good like you do stuff that's so fun. You do - isn't Miss Candee - she's still here?

Interviewer:

Yeah.

Dora:

Oh.

Interviewer:

Yeah.

Dora:

Who's in Crossfit?

Interviewer:

Just other kids are.

Dora:

Who?

Interviewer:

Just other kids.

(says student name)?

Interviewer:

Yeah – (student's name)'s in.

Dora:

And who?

Interviewer:

And other kids.

Dora:

Who - just tell me their names.

Interviewer:

I can't. All right - anything else you want to say about Crossfit Kids?

Dora:

No.

Interviewer:

Okay.

Dora:

Done, nothing.

Transcription details:

Interview Date:	6/17/2014
Input sound file:	Teacher A Transcription

Transcription results:

Interviewer:

Describe your experience with CrossFit Kids program. Do you know anything about it other than what I shared?

Teacher A:

Only what you've shared.

Interviewer:

Did Antonio talk about it at all, or did you pick up on anything from him?

Teacher A:

Initially, he would tell me about it and then on days when he had it he would remind me that he was going, even though it's with his afternoon teacher.

Interviewer:

Was there anything that you liked particularly about the CrossFit Kids program just from what you saw? If you don't feel like you can answer it, that's okay too.

Teacher A:

No, it's okay. It was very limited. It seemed very positive. I liked the purpose

behind it and I know Antonio was proud of his accomplishments in the program so it seemed good for him.

Interviewer:

Anything that you disliked? I don't know that you saw a lot of it.

Teacher A:

I didn't. I don't know enough actually.

Interviewer:

And then now this is getting to Antonio, so how did you feel about the student while he was in the CrossFit Kids program? Did you notice anything, changes?

Teacher A:

Only he told me he was in it, the days he would go, other than that I didn't notice any changes.

Interviewer:

Any behavioral changes for Antonio during the program?

Teacher A:

Pretty consistent throughout the year, so I didn't notice any changes in particular due to the program or while the program was happening, other than that he enjoyed it.

Interviewer:

Any physical changes in Antonio that you noticed at all?

Teacher A:

No.

Interviewer:

You didn't see any effect on how Antonio's behavior was in the classroom or any of his focus during the time - any changes?

Teacher A:

No.

Interviewer:

Any changes in his memory or anything like that?

Teacher A:

Not that I noticed.

Interviewer:

And do you think CrossFit Kids is a good club for the students and that they should

continue in that activity?

Teacher A:

Sure. I could see opening it up to more kids because I know my little guy struggles socially, making friends. I don't know about the other student that was with him, but to include other students and make a small group, not too big, but other kids would really facilitate relationships, I think.

Interviewer:

Right. So you know that there were general education kids we had a group of 12 students?

Teacher A:

I didn't know that, I just thought it was the two.

[crosstalk]

Interviewer:

No, it was those four students that were in the study and then we had a group of 12 general education students.

Teacher A:

I didn't know that. That's nice. I didn't know about that.

Interviewer:

Great. That's it, that's all the questions I had. All right, thank you.

Teacher A:

Are we off recording?

Interviewer:

Yes.

Transcription details:

Date:	6/18/2014
Input sound file:	Teacher C Transcription

Transcription results:

Interviewer:

Describe your knowledge of the Crossfit Kids Program or your experience with it or what you know about it.

Teacher C:

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I have to apologize, because I know you told me in the beginning [laughter] when you first started this, but I have to say I'm not very familiar exactly what the program entails, other than I remember seeing you outside with them doing some exercises during the school day, or after school, and that's all I really recall from it.

Interviewer:

That's okay. Was there anything in particular with your limited knowledge of it that you liked or you know about it? If you don't feel that you have the knowledge to answer that--

Teacher C:

I don't really have the knowledge to answer that, but I do like that the children are going out and having some sort of structured activity. I think that helps them keep structure in their school day, and I like that they relate it to their health and exercise. I think that's very important. Other than that, I can't really speak anything in detail or at length, unfortunately.

Interviewer:

Anything that you would dislike about it, or with the knowledge that you have?

Teacher C:

Dislike? As long as it's not being the time used going forward. As long as the time is not used during critical content areas like their reading and writing, especially for me, or their math.

Interviewer:

Yeah, it's all after school. [crosstalk]

Teacher C:

I don't know, it's always after school? [crosstalk]

Interviewer:

Always, yeah.

Teacher C:

I thought I saw a lunch time around them-- Maybe, you know what I'm thinking?

Interviewer:

It's the baseline--

Teacher C:

It's first thing in the morning; that's when I saw them.

Interviewer:

That was just the baseline collection. Yeah, we hadn't started it. [crosstalk]

Teacher C:

Yeah, that's okay.

Teacher C:

As long as that's not an issue, then I think before school or after school would be great. From studies that I've read and from what I'm-- I used to go to the gym and have a trainer back in the day. [laughter] I know that in the morning activity, working out in the morning, gets the flow going. Your brain, the blood, your muscles moving and just to keep your alertness - not intact, but just to energize it first thing in the morning. It might be an idea to start them in the morning, because half of them are like zombies in the morning. [crosstalk]

Interviewer:

That is a good idea.

Teacher C:

It may not be the best for them, but I don't know, they could just [crosstalk] jump-start you in the morning.

Interviewer:

I don't know they could do a little something in the morning. Yeah, maybe I'll talk to (the Principal) about doing something out on the playground that's more organized in the morning. Did you notice any changes in the two students that you have in your classes during the Crossfit Kids time period?

Teacher C:

Let's see. I'll start with Dora. Like I said, I only see her probably two or three days a week, at the end of the day for writing. Her writing - and I don't know if it's part of the program or just because from the beginning of the year until now she's changed a lot and she's learned a lot and she's using strategies - so I don't know if that has a direct effect or influence on her writing but her writing has been-- and she is very low for writing, but she has been writing more and she's been remembering to put end punctuation on her sentences. She seems happier about the writing process, but I don't know if this is because she got more tools and she is working with me in a small group. She's got the tools, the manipulatives and the time not to be rushed with the entire class. It could be a combination of everything with her writing, but she seems, I guess, a little bit happier, but it could be her age, as well. I don't know, but it's positive, so if anything she's had a positive effect at the end of the year on her academics and her happiness.

The other child, Carlos, I haven't really seen much change in him, and actually, I was talking about this in his IEP meeting the other day, and I don't know what part needs to be confidential, but it seems like part of him has regressed. Not so much regressed, but at a standstill - in reading. He's been guessing a lot at words he does not know instead of using - and I have them up on the wall over there, it says

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'Reading Strategies,' so like - draw a line, cover the ending, sound it out, chunk it - he doesn't even use any-- some of the kids don't use that. They forget to look up, but he hasn't been using that and he guesses at the word and he doesn't even have to look at that chart, they know to cover some of the word up and break each letter down and sound it out and he has not-- he just looks at the word and he'll just guess the rest of it. He's been doing that for a couple of weeks now, so I've been a little concerned and this probably has nothing to do with the program, I have no idea, it's nothing to the program. I haven't really seen any progress in his reading as a result of just-- I don't know I think he just hit a stand still. The reading books that we've been reading on the last couple weeks have gotten harder than a couple months ago, the text is a little bit smaller, there's more words on the page, the text itself, the words are harder.

Interviewer:

Do you think in the beginning of the year - from that September to February time - was he doing well and then it's changed now since February?

Teacher C:

Since February-- The books started to get harder probably around-- Yeah. Maybe at the end of--

Interviewer:

Clubs stopped in February so I'm just wondering if there is a--

Teacher C:

I'm seeing this for the last two to three months, so--

Interviewer:

Yes. He was doing well?

Teacher C:

--March, April, May-ish that he hit a standstill, but that's also when our books got harder.

Interviewer:

It's also when club stopped.

Teacher C:

Also when club stopped.

Interviewer:

I don't know. It's interesting.

Teacher C:

It is interesting.

Interviewer:

Have you noticed any changes physically with either of the students? I know you don't necessarily see them at recess and stuff, but just when they're coming into your room, do they carry themselves differently at all? If you can't comment that's okay, too.

Teacher C:

I haven't seen— Carlos maybe a little bit. He gets to his seat and he stays seated more, maybe than he did before? I'm not sure. Maybe. Dora, the only thing I know about that is her health - what did she have done to her recently? She was out for a minor surgery, I think, but that's just something - a prior issue that she had from, I believe it was heart surgery?

Interviewer:

Yes, it was her heart. Yes.

Teacher C:

Okay, so she was out for a little bit - something related to that. Other than that, I haven't seen any real change in health. Is that what your-- it was a health question? [crosstalk]

Interviewer:

Physically, like just physically, like how they carry themselves. We talked a little bit about behavior, but just thinking about their ability to focus in on tasks that you're working on. It sounds like with Carlos here may be a change, but overall, during that time period, the September to February, were they focusing on tasks? Did you see an improvement or a change in that? Or is it anything you didn't really notice?

Teacher C:

Focusing on tasks. I'm trying to pinpoint. With Dora, her writing, she's able to focus and become a little bit more independent on her writing tasks. Carlos lately has been unfocused. His eyes, he does this weird thing with his eyes like looking around and is not focusing on tracking what-- because we read around, like a round robin sort of, not really, but it's like a popcorn actually. When other kids are reading, he's got to follow along because the next kid can go and he's not focused on where they're reading. When it's his turn he'll like be, 'Where are we?' Not all the time, but he's more focused back in the fall or the winter than he has been this spring.

Interviewer:

Since it's stopped again. Interesting. Okay. Any memory changes that you've noticed? It sounds like with Dora, she's remembering the reading strategies.

Teacher C:

Dora's great with her reading strategies. She knows how to break it down. Sometimes, I think it's maybe due to her language barrier, the ELL. Her vowels are sometimes a little off. That's to be expected and that's fine. She has reading strategies to break down her words and she tries and sounds them out, whereas, Carlos is just guessing.

Interviewer:

He's shut down now.

Carlos:

He looks at me, every time he leaves he looks at me. I'm like, 'I'm not going to tell you - try it first.' Even when he does try it at times, he still looks at me - and even sometimes when they're right, he still looks up at me. He's always checking and he didn't do that before. I thought that was kind of weird.

Interviewer:

Before, he seemed more confident in trying to at least attempt it, and now it's changed that it's stopped.

Teacher C:

Again, it may--

Interviewer:

Some of it could be the harder reading?

Teacher C:

Maybe that he's getting older he's feeling self-confidence (self-conscious) about-- or he's feeling that he's in a class with the same kids all year. Some kids moved out and he's having a little bit of a problem like self-what's the word I'm looking for?

Interviewer:

Confident? (self-conscious)

Teacher C:

Self-confidence (self-conscious) and self-worth about his reading ability. That may come into play a little bit because they know their level, they know what grade they're reading on. They know they're on the first grade reading level. That may have something to do with that. I don't want to generally-- I'm just speculating.

Interviewer:

No, yeah, no, I know. I'm just saying that you've noticed it after what sounds like when our club ended, then a lot of changes have occurred for him and the decline. We don't know if that's related to the end of the club, or it could be the harder reading, it could be a lot of things, but it's definitely after while he was in the club you saw him being confident when he was reading.

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Teacher C:

Yeah, he had more confidence back in the winter time.

Interviewer:

Do you think that-- You've spoke about the health and doing physical activity, but overall do you think that the Crossfit Kids is good for the kids and should they continue in this activity?

Teacher C:

I think it's actually a great idea, and I would like to see more kids and maybe kids that have trouble staying on task and focusing. That might help with them and maybe children who have weight issues, maybe children who have a lot of energy to get some of their energy out instead of in the classroom. The tapping of the pencil and their hands and the fidgeting. I have a lot of children with sensory issues and that's just not going to go away, but maybe it'll help alleviate a little bit to get that out, especially if there's a morning program. I think it could benefit a multitude of children. I think it's great.

Interviewer:

Anything else you want to share? That's all the questions I had.

Teacher C:

No, I think it's a great idea and I'd like to see it enforced and hopefully we can incorporate it into our school system next year again.

Interviewer:

All right. Thank you.

Teacher C:

You're welcome.

Teacher C:

Whose program is this?

Transcription details:

Interview Date:	6/17/2014
Input sound file:	Teacher D Transcription

Transcription results:

Interviewer:

The first question is to just describe your experience or any of your knowledge

about what CrossFit Kids is, if you know anything?

Teacher D:

Well, I believe it's like the program for the grown-up that requires a lot of discipline, a lot of dedication, a lot of physical fitness [chuckles]. I know that is good for your overall body. I wish I could do it.

Interviewer:

Anybody could do it. You can do it. We'll get you out there. What did you like about the CrossFit Kids program? Just in your peripheral experience with it. Is there anything in particular that you liked?

Teacher D:

Absolutely. I think it's just a fact that it's challenging. It challenges the kids to become aware of taking care of their body, to do things better, and being more competitive.

Interviewer:

Okay. Was there anything that you disliked that you noticed or?

Teacher D:

No. Based on Dora's experience, I think I don't have to object to anything if I see what's right. Engaged.

Interviewer:

How do you think Dora's was in school during the CrossFit kids program like?

Teacher D:

I know that she likes it. I know that I could see little by little her confidence in many skills, physically and academically. I wasn't connecting at the beginning the fact that she was getting so physical on the playground doing like monkey bars and those stuff, then be so engaged in physical activity. And that helped a lot with the academic as well because she was more open to ask question, and you know Dora is just very introvert. She was definitely challenging herself, trying really hard. I think that I could see the connection with the program.

Interviewer:

That's great. So you did talk about the changes that you noticed in her physically during the CrossFit on the monkey bars. Was there anything else that you noticed that you can think of?

Teacher D:

It's a really complex case because Dora has some heart problems. You expect that a little girl that is going through such an open-heart situation to be more hesitant to do any kind of physical activity. But when I see Dora running along on the playground and not being afraid to participate in any physical activity, I think that

it wasn't only the monkey bars. She was running, going down the slide and jumping.

Interviewer:

Before she started, you think she was less hesitant on the playground?

Teacher D:

Yeah, absolutely. She was more careful, more of my little child which I don't dislike it because she's my sweetheart. But yes, she was more up to me, close to me. And then, since she started the program, she's started getting more independent which is I think a big, big gain for her to be able to express herself, her self-esteem I think went up in a great deal. It has helped her also with her self-expression. That means she can express herself a little bit more open and not be so shy or afraid of asking any kind of question, especially when she needs help because she knows that she needs help. Yeah, I think that overall has been a huge impact in her life.

Interviewer:

Great. In the classroom behaviorally, did you see any changes in her like focus on the work that you were doing? What did you see in the classroom?

Teacher D:

Yes. Again, Dora's case is a unique case. She's a very quiet student, behavior that we need to take actions on correcting. We're never going to see her breaking the norms of the classroom or anything. At the beginning, yes. My main goal was to get her focusing and being engaged with the classroom. And I think the program puts the work of the special ed teacher and myself, got her into a level where she is able to follow-up with the instructions. She tries when she makes mistakes, and she'll have the answer wrong and she at least she's doing it. I think any program that creates a routine in a child like Dora is absolutely good for her because she knows the stuff a, b, and c. And that's what I try to implement here in the classroom. They know that the way that I read things doesn't change drastically.

Interviewer:

Right, consistent. Definitely. So did you notice any changes in her memory? Do you think it improved at all during the time of CrossFit?

Teacher D:

Yes, yes. Yeah, absolutely. We're also talking here about a case of learning disability, and the growth that she shows has to be measured based on her IEP and her goals. And I absolutely think that she has made consistent progress here. She remembers the strategies that we've been teaching her and she tries to apply it. Whether it's applied correctly or not, you can tell. That's what I look when I'm grading. I look around and if the student is using any strategy that we've been using here, that matters to me more than if--

Teacher D:

--he or she give me the right answer. That's when I grade Dora's pre- and post-assessment. My grading scale based on that, the way that I see her answering the question. For me, it's a huge gain that--

Teacher D:

That she could remember those.

Teacher D:

Remember the strategies, yeah.

Interviewer:

That's great. Overall, do you think CrossFit Kids was a good club for Dora? And should she continue to do this activity?

Teacher D:

Yes. I have not hesitation because as I said before it has improved her self-esteem, self-expression. She's more physical and she's not afraid of physical challenges. Which is like if you ask me and I see her doing the monkey bar, I would never picture myself doing that sort of thing--

[laughter]

Teacher D:

--but as a child. Overall, they help her with the class participation, group participation which is a big deal with the second graders because they'll break through and being able to work with students who are academically higher than she is, and being engaged. Currently, I don't have problem putting her with any group - the higher ones, middle ones, lower ones. She will always be willing to engage and collaborate.

Interviewer:

Great. Well, is there anything else that you want to share or that you--?

Teacher D:

I just want to thank you for choosing Dora for this wonderful case study. I mean I'm sure that you guys going to come out with a lot of good data about--

Interviewer:

Hopefully.

Teacher D:

--how good this outcome can be in the school. I'm a pro after-school program, extra-curricular programs. To be honest, it would make very disappointed every time the school systems had to subtract them down because I think there's a

compliment to what we do here in the academic basis. I wish our superintendent and authorities pay more attention to this sort of program because our kids need that. So we cannot prevent what happens on the outside world. I think there's a way to prevent - I want to correct about this - like giving the students the chance to do things that they like in a safe way and what a better way to do it working with the school. And thank you so much for working with me. It was a very unique experience for myself as well as a teacher. I hope to see you in the future program [laughter].

Interviewer:

Definitely, yeah. That's great. Let me shut this off now.

Transcription details:

Interview Date:	6/19/2014
Input sound file:	Parent B Transcription

Transcription results:

Interviewer:

Okay, so, describe your experience or your knowledge of the CrossFit Kids program-- exercise program?

Parent B:

Okay. Benito is before, he no jumping, he no make a lot of exercise. But with the club, he like it and he change everything in the house and he say, "Mommy, I want to jumping and my Miss Kate And he say, "Miss Kate, I love Miss Kate because she make it a lot of exercise. I feeling good." Now he went to walk in the morning, in the afternoon--

Interviewer:

Oh, good.

Parent B:

Yeah, he like-- he change.

Interviewer:

Did you like it?

Parent B:

Yes, absolutely [crosstalk].

Interviewer:

What did you like about the program? What did you like?

Parent B:

It's more sport for Benito because before I say, " Benito come Running" and for example, he no like bicycle. He say it's very danger, but he say, "Okay, I want to try bicycle." Okay, yes.

Interviewer:

That's great.

Parent B:

He make-- "I make exercise, mommy, look in the jumping and one feet and jumping."

Interviewer:

Was there anything that you disliked about it?

Parent B:

I do not understand that.

Interviewer:

Like if you-- so you liked it. Was there anything that you didn't like?

Parent B:

No, I like.

Interviewer:

You liked it.

Parent B:

Yeah.

Interviewer:

Okay. How do you think Benito was before the club? How do you think his like behavior, physically, how was he before CrossFit Kids?

Parent B:

Only he feeling tired, I think so. Tired but behavior is I think so is [crosstalk].

Interviewer:

Right. And you said that before he like didn't want to bike ride or didn't do exercise, talk to me more about that.

Parent B:

For example he say, "I'm tired." It's always he say, "I'm tired, mommy."

Interviewer:

And then after the club?

Parent B:

And after the club, he say-- he jumping and he is more active and tell me, "Mommy, can you buy me something for jumping or for make exercise?"

Interviewer:

Jump rope?

Parent B:

Exactly, yeah. And I buy one and I think so, you give something.

Interviewer:

Yup, I gave him one.

Parent B:

He's more active now.

Interviewer:

Okay. Did you notice any changes in him physically? In his arms or his body or overall? [crosstalk] and his belly [laughter]?

Parent B:

Exactly. He say-- for example when I say, " Benito, you want to drink juice?" He change, he look the calories and then he say, "No mommy, I don't want to, because it's too much calories, it's fat. I want skinny [chuckles]."

Interviewer:

All right, good.

Parent B:

Yeah, he change - a lot of change.

Interviewer:

And did you see any changes like in the playground or when you would go places? Did he...?

Parent B:

Yeah, in the playground for example, before he scared of something like jumping and now he-- and the step.

Interviewer:

The monkey bars.

Parent B:

Exactly, he jumping. Yeah, he change.

Interviewer:

How about his behavior like in the classroom or I know you're not in school, but any changes while we were in the club like with the teachers, reactions? Or even at home, did you notice any changes in behavior?

Parent B:

For example in the home, he is normal-- he is normal and he having more friends and he play now soccer with a friend.

Interviewer:

Okay, did he not play soccer before?

Parent B:

No, no play soccer before.

Interviewer:

Really, okay.

Parent B:

Now he is more active after the club, he is more active and he make more exercise and he is--

Interviewer:

Is he talking to more kids, you think so, he is more social?

Parent B:

Yeah, before he is like a little bit quiet but now he is talking more.

Interviewer:

Talking more, social more.

Parent B:

Exactly.

Interviewer:

Good, all right. How about memory at all, did you notice any changes in him remembering things better or following directions better?

Parent B:

The memory I think so is fine because he memorize everything, for this I think so, I don't have a problem with.

Interviewer:

How about like following directions, did he follow directions well before?

Parent B:

He follow directions.

Interviewer:

Okay. Do you think overall the CrossFit Kids club is a good program for students?

Parent B:

Yeah, sure, absolutely. I think so he has more chance for another club, absolutely, Benito is happy with.

Interviewer:

Is there anything else that you just want to say or that want to share?

Parent B:

Yeah.

Interviewer:

That's good.

Parent B:

Yeah, it's good. Oh, yes, it's very good.

Interviewer:

Good.

Parent B:

Okay.

APPENDIX L

L. Procedural Reliability Checklist

Procedural Reliability Checklist: Treatment

Observer: Session:

Note: Mark each step completed or not completed by the researcher. The procedural reliability will be calculated by dividing the number of steps completed by the number of steps planned.

Treatment Procedures	Yes	No
1. Each session begins with group check in and circle time	☐	☐
2. Reviews Skill, WOD and Game with participants at WhiteBoard	☐	☐
3. Warm-up activities are completed	☐	☐
4. Fitness test is completed, 1 minute for (Burpees, Sit-Ups, then Jump-rope	☐	☐
5. Skill is introduced	☐	☐
6. Skill is practiced	☐	☐
7. WOD is explained in more detail, as it relates to practice skills	☐	☐
8. Participants get ready for WOD	☐	☐
9. WOD is completed	☐	☐
10. Game is explained	☐	☐
11. Game is completed	☐	☐
12. CFK cheer, ends club activities	☐	☐

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CURRICULUM VITAE

Kate Moran graduated from T.C. Williams High School located in Alexandria, Virginia, with the class of 1994. She received her Bachelor of Arts from The Catholic University of America in 1998 and was employed as a teaching assistant for Alexandria City Public Schools for two years, before pursuing her Master's degree. She received her Master's in Teaching Special Education from the University of Virginia in 2001, and was employed by Loudoun County Public Schools (LCPS) upon her graduation. Kate was employed as a special education teacher specializing and developing a program for students with behavioral issues in LCPS and ran the program at Harper Park Middle School for five years. She later moved to Alexandria City Public Schools and worked with K-12 programs, across disability categories, as a special education coordinator. Currently, she is an Education Program Specialist for the U.S. Department of Education, Office of Special Education Programs in the Monitoring and State Improvement Planning Division. Kate is also an established musician and has a pop band, The Kate Moran Band, as well as Rainbow Rock, that performs for children throughout DC, Maryland and Virginia. Kate lives just outside of Washington, DC in a neighborhood called, Del Ray with her English Springer Spaniel, Lucy.