I know! I know! Controlling Blurting in a Third Grade Classroom

Katie Diffenderffer
Park Forest Elementary
Professional Development School Intern
Third Grade
2005-2006
kmd273@psu.edu

Description of Teaching Context

This inquiry focuses on a third grade classroom of 24 students. There are 13 boys and 11 girls. My students receive numerous support services throughout the day. Currently, I have three students receiving Title 1 support, three students receiving learning support, and one student who receives English as a Second Language instruction. I also have one student who has been diagnosed with Autistic Disorder. He receives Autistic Support, Occupational Therapy, and Speech Therapy. Finally, one student has been diagnosed with severe emotional and learning challenges. This is a diverse classroom in terms of needs and in terms of cultural backgrounds. Two students are African-American, one student is half African-American and half Caucasian, and three students are Asian-Americans.

The students in my class have many different needs and come from a myriad of backgrounds, as well as varying economic statuses. Most of the students in my class are fortunate to have stable economics, while others do not have that luxury. For example, at Christmas and Thanksgiving, the teachers in my building took names of families that might have needed extra help providing for their families over the holidays, and three of them from my classroom accepted the support. The majority of my students are middle class, and about five students have an elevated socio-economic status.

Many of my students come from difficult home lives, an issue that is often evident in the classroom. Two students live with stepfamilies and one child lives with her grandparents. Occasionally, students bring emotional events from home with them to school, which sometimes negatively affects their daily learning.

Park Forest Elementary is part of the State College Area School District. It is located in the outskirts of State College and is a brand new building. The school contains three classrooms per grade, kindergarten through fifth grade. There are approximately 25 students in each classroom, resulting in a school population of 450 children. The school's surrounding area is a suburban community supported by The Pennsylvania State University; eleven of my students have parents that either attend or are employed at the University.

Rationale

Many of the students in my class get very excited about specific topics. While I was observing my cooperating teacher, I noticed that she was constantly saying, "you're blurting." When I started teaching, I realized how distracting the blurting was. My students were constantly calling out answers and trying to share their ideas. If a student was to call out an answer, I felt I had to address him, but then I would lose my train of thought. I also felt bad for the students who raised their hands and did not get to share their ideas because other students in the class were blurting.

This inquiry is important because students need to learn how to control their excitement. I am glad that they want to share their ideas, but one of our classroom rules is, "raise your hand when you want to speak." Students should be aware of their behavior and practice self-control when sharing questions, ideas, and answers. When my students want to say something, they cannot just blurt it out, an important skill to learn for the classroom as well as for the real world.

As a teacher, I am hoping that this inquiry will help me learn to focus on teaching my students important information rather than constantly being interrupted by having to

address avoidable inappropriate behavior. I will want to learn new strategies to help students control their excitement and emotions. In my own classroom, I hope to create an environment where students feel comfortable sharing ideas without being interrupted or judged by another student. If the children are aware of my expectations from the beginning, we can work together to make sure that everyone gets excited about learning without blurting.

Literature

"Disruptive behavior in the classroom is widely acknowledged as being one of the major problems facing many, if not most, teachers," (Wheldall, 1991, p.102). My classroom is not the only one that struggles with this behavior. According to Wheldall, "talking out of turn" is defined as, "calling out to the teacher when not called upon, chattering about non-work related matters, and making unwanted comments and remarks," (1991, p. 103). Disruptive behavior can fall into many different categories, and calling out falls into one of those groups. Blurting disrupts the classroom because students are interrupting the ideas of others. After Wheldall completed a survey, 46 percent of teachers stated that "talking out of turn" was the most disruptive behavior (1991, p.103).

In my classroom, I have observed that when students see others blurting they think it is ok for them too to mimic these actions. Through this inquiry, I look forward to helping students participate in changing their own behavior to be more in tune to the classroom guidelines. My inquiry fits with Wheldall's Positive Teaching approach. He describes five principles of teaching. These principles are:

1. Teaching is concerned with the observable.
2. Almost all classroom behavior is learned.

3. Learning involves change in behavior.
4. Behavior changes as a result of its consequences
5. Behaviors are also influenced by classroom contexts.
(Wheldall, 1991, p. 101)

These five principles are evident in my own classroom. As a teacher, I am observing

student behavior that detracts from the learning environment. By learning to change their

behavior and control their enthusiasm. I am hoping that the consequences for blurting

will motivate students to change their conduct. Also, the classroom context could be a

factor in blurting. When students are engaged in learning, they are more likely to be

excited and would, thus, want to share their thoughts.

Because all students are different, varying strategies are necessary to control

calling out. "A flexible approach to intervention is needed that allows strategies to be

matched with the needs of the student, and of the teacher," (Little, 2005, p.371). Based

on this information, and on that of teacher surveys, I will attempt to implement different

strategies for controlling blurting. My goal is to begin using techniques that help students

become aware of their actions and learn to contain their ideas until they are called on; for

each student, a different strategy might be successful.

As a teacher, I want the best for each student. My goal is to instruct them so they

can learn to the best of their ability. Shanker states (as cited in Reed and Kirkpatrick

1998, p. 11),

Classroom disruption is more pervasive than school violence and just as fatal to

learning. If there is one student in the class who constantly yells…you can be sure

most of the teacher's time will not be devoted to helping other youngsters learn

math or science or English; it will be spent trying to contain this student. And it

does not take many such students to ruin the learning of the great majority of

youngsters in a school.

When one student calls out during a discussion the rest of the class is distracted and the

learning process is disrupted. The teacher should not have to focus on one particular

student all of the time, he should be able to concentrate on instructing the entire class.

"A disruptive problem is a behavior that (1) interferes with the teaching act, (2)

interferes with the rights of others to learn, (3) is psychologically or physically unsafe,

and (4) destroys property," (Levin and Nolan, 2004, p. 24). Based on this definition,

blurting can be considered a disruptive problem. Blurting interferes with the teaching

process because it causes the instructor to focus on a management strategy rather than

instruction. Blurting can also interfere with the right of others to learn because students

who want to share their ideas might choose not to out of a fear of being interrupted.

Blurting can be considered a surface behavior. Surface behaviors "usually are not

a result of any deep-seated personal problem but are normal developmental behaviors of

children," (Levin and Nolan, 2004, p. 162). Blurting is not a form of conduct from

deeply rooted personal problems within a child. It is simply a behavior representative of

a student's lack of self-control or excitement about a topic. This type of behavior can be

modified through various techniques.

Natural consequences can be one way of improving student conduct. "Natural

consequences, which occur without anyone's intervention and are the result of a

behavior, are powerful modifiers of behavior," (Levin and Nolan, 2004, p. 140). A

natural consequence for blurting could be not acknowledging the student. If students

receive attention for a behavior, they will often continue the disruptive action; if they are

ignored, there is a better chance that they will try a different way to get the teacher's attention.

Another strategy for decreasing blurting is planned ignoring. Levin and Nolan state that "planned ignoring is based on the reinforcement theory that if you ignore a behavior, it will lessen and eventually disappear," (2004, p.167). To ignore blurting, a teacher should not acknowledge the student. The teacher should instead pretend as if the student did not say anything and should not mention his or her comment. This will show the student that he will not be recognized for blurting. The student will then realize that he must raise his hand in order to share his ideas.

Wonderings and Questions

After conducting research, I have learned that blurting is a common misbehavior that can be controlled. My wondering is, **how can I help students control their excitement and remember to raise their hand to share ideas?** Along with this wondering, I have many questions:

- What strategies work best?

- Do certain subjects increase blurting?

- How will students respond?

- Why are my students blurting?

- Who blurts more, boys or girls?

- Is the blurter usually the same person?

Inquiry Vs. Project

I began this inquiry with my wondering of how to control blurting in my classroom. From this wondering along with teacher and student surveys, I generated

specific strategies that might benefit my inquiry. After I implemented the strategies, I was able to determine which actions worked best in my specific classroom. I also found some strategies that were not successful for my students.

Inquiry Plan Description

Once I determined that blurting was the topic of my inquiry, I was eager to see how I could help students control this disruptive behavior. Over a three-month period, starting in late February, I began keeping data of the number of times my students blurt. My first step in this inquiry was to create a spreadsheet with every student's name on it. Throughout the inquiry, I took data sweeps of my students. With the help of the classroom paraprofessional and my cooperating teacher, I tallied the number of times students blurted during specific lessons. The purpose of the data sweeps was to show me who did the most blurting, if there was a connection between genders and blurting, and which subjects led to blurting.

Although the data sweeps continued throughout the inquiry, I also gave a survey to teachers in my building at the beginning of my inquiry (Appendix A). I not only surveyed classroom teachers, but also special subject teachers. I felt that it was important to see if blurting was an issue in special classes as well. In the survey, I was looking to see the grade taught, which gender blurted the most, why students blurt, and what strategies other teachers use to manage blurting. This survey would also give me insight into other classrooms and help me understand what other teachers think about blurting.

One of the suggestions from the teacher survey was the "Think-Pair-Share" strategy. Teachers used this when the topic was especially interesting to the students. The goal for this was to allow each student to share with a partner and have his or her

ideas heard. During my lessons, when I thought students were especially talkative, I

would stop my lesson and have them pair-share with their set or a partner. The purpose

was to alleviate the blurting.

Another strategy I implemented was a stop sign (Appendix B). I created the stop

sign out of a piece of construction paper and a Popsicle stick. One day, at morning

meeting, I introduced the stop sign. If the students were blurting, I would show them the

stop sign. I made sure to say that if they were shown the stop sign, it did not mean I did

not want to hear their ideas, it was a reminder to raise their hands. I was also sure to tell

them that the stop sign was not a punishment. I understand that they are excited about

learning, so the stop sign was there to help them realize that they need to raise their hand

to get called on.

I also thought it would be beneficial to include my students in the inquiry. At the

beginning of the study, I gave them a survey to see how they felt about blurting

(Appendix C). I asked my students for ideas about how we could control blurting in our

classroom. I was hoping this survey would give me some ideas for how to fix the

problem. I believe that if students are directly involved in the learning, they will feel

more responsibility. Based on that, I took their ideas from the survey and implemented

them in the classroom.

My students said that anyone who blurts should have his or her name put on the

board and miss recess time. I do not agree with putting names on the board; I feel that

putting names on the board is a negative punishment. Therefore, I wrote names down on

a piece of paper, and, for every time a student blurted, he or she missed a minute of

recess. I introduced this strategy at morning meeting. My students immediately closed their mouths and knew I was serious about blurting.

Finally, when I did not have the stop sign by my side, I tried planned ignoring. When a student called out, I simply ignored their comment. Usually, by ignoring their comment, they just said it louder. When a student repeatedly blurted, I continued to ignore him or her.

Towards the end of my inquiry, I gave my students one more survey (Appendix D). The purpose of this survey was to see how students felt about blurting in our classroom, after two months of strategies. I was curious to see if any of them noticed a difference and how they felt about the strategies I had tried.

All of these strategies were implemented because of suggestions from teachers and students. Prior to this inquiry, I was unsure of what strategies I would try to control blurting. I felt it was important to implement ideas from teachers because they have experience working with students. I tried students' ideas because they should have a part of the decision as well.

Data Collection

My main inquiry question revolves around helping students control their blurting and excitement about learning. Based on this wondering, I chose numerous strategies for data collection. I began my data collection by finding research about the topic of calling out. From my research, I found that it was important to ask other teachers for suggestions.

First, I sent a survey to all of the teachers in my building (Appendix A). This included teachers of kindergarten through fifth grade, plus special subject teachers. The

teachers had one week to fill out the survey. I tried to keep my questions direct and to the point. I understand that teachers are busy and often do not have time for extra work; therefore, I tried to make my survey as "teacher friendly" as possible. The questions I asked were:

- What grade do you teach?

- Do students in your classroom call out?

- Who blurts more, boys or girls?

- Why do you think students call out in class?

- Do you have specific strategies to control blurting? If so, please explain.

All of these questions were specifically chosen to plan strategies to help my students control themselves during an exciting lesson. I was also curious to see if blurting was an issue in other classrooms besides my own.

After I surveyed the teachers, I gave my students a survey to see how they felt about blurting (Appendix C). The purpose was to see what students thought about blurting within our classroom. I gave my students a sheet of paper with four questions on it and allowed them about ten minutes to complete it. I made sure to tell them that I did not want their name on it and it was not graded. I did not want them to feel any stress about filling out the survey. The questions I asked were:

- How do you feel when someone interrupts you when you're talking?

- How would our classroom be different without blurting?

- Do you think you could learn more if your classmates didn't call out?

- What can we do in our classroom to control blurting?

I also wanted to emphasize to my students that they had a say in how we handled blurting in our classroom. I wanted to get across the point that the classroom is not only mine, we share it as a class; students have a say in the daily routine.

After I had the two surveys (teacher and student) to analyze, I decided to begin data sweeps. For this, I had a chart with each student's name on it. There were six columns for me to keep track of my data on each sheet. (To view the data sheets, see Appendix E) At the top, I recorded the date and lesson that I was "sweeping." The purpose for the data sweeps was to give me information about who blurts the most, which subjects cause students to blurt, and where does the blurting occur most within the classroom (carpet or seats). With the help of the classroom paraprofessional and my mentor teacher, I completed data sweeps for numerous lessons within a month period.

The data sweeps were also designed to indicate which strategies helped students control their excitement. At the top of the paper I recorded the strategy that I implemented that day. This was designed to help me determine if specific strategies made a difference, or if students did not think about them before blurting.

The first strategy that I implemented was a stop sign. During a morning meeting, I showed students the stop sign and asked them what they thought it was for. We had a discussion about why blurting is disruptive and when they are able to call out answers. I made sure to stress to my students that I wanted to hear their ideas, but they needed to be respectful of everyone in the class by raising their hands. During the meeting, I explained that the stop sign was created to help them realize when they were blurting. My goal was for students to leave morning meeting understanding that the stop sign did not

mean I did not want to hear their ideas; it was a reminder that they were blurting and they needed to raise their hands.

After reading the student surveys, I decided to take one of their suggestions to control blurting: someone that blurts should miss recess. Again, at morning meeting, I shared my idea with the class. I told them that this was their idea and it was just another option to control our blurting. On my data sheets I documented this conversation so I would know that a new strategy was implemented when I analyzed the data.

Another strategy I tried was Think-Pair-Share. I got this idea from the teacher surveys that I gave. If I saw that students were really excited about a subject, I asked them to share their ideas with the others at their set. I recorded the resulting blurting on my data sheet to see if students were less likely to blurt after they had an opportunity to share their ideas.

The final strategy I tried again came from the student surveys. Almost every day we choose students from our class who had been role models. My students suggested that anyone who blurted could not be chosen to be a role model. Therefore, I discussed this with them at morning meeting and "warned" them that if they blurted, they would not be chosen to be a role model. I recorded this data on my data sheets as well.

To conclude my data collection, I gave my students one more survey. I wrote five statements to see how students felt about the blurting in our classroom. They were to read the phrases and respond by circling "always," "sometimes," or "never." The statements were:

- When someone else is talking, I raise my hand

- When I want to share during a discussion, I raise my hand

- When a classmate blurts, I feel interrupted

- When Miss D. shows me the stop sign, I remember to raise my hand

- Before blurting, I think about missing recess or not being a role model

With these statements, my goal was to determine if students had noticed a change in our classroom following the implementation of my strategies.

Data Analysis

To begin my data analysis, I looked at the teacher surveys. Before I started applying strategies in my classroom, I thought it would be important to see what other teachers said. Of the 11 surveys returned, all of them stated that blurting was an issue in their classroom. This was meaningful for me because it showed me that blurting was not only going on in my classroom and that the strategies the teachers shared might be beneficial to try with my own students.

One of my sub-questions was "who blurts more, boys or girls?" According to the teacher surveys, five circled "boys," and six circled "doesn't matter." This shows that a few of the teachers surveyed thought that girls definitely blurt more than boys or vice versa.

To determine who blurts more in my own classroom, I referred to my data sweeps. I added across the rows to see how much each individual student called out during the collection period. From this analysis, I was able to see who was blurting and during which subject.

Another issue I was interested in was whether certain subjects result in more blurting. I was able to find an answer to this by looking at my data sweeps. At the top of the column, I had recorded the subject, so I counted the number of times students blurted

in each column. This allowed me to easily see how often students blurted during each subject and lesson.

Data sweeps were not my only method of collecting data. I also analyzed the surveys I gave to my students. The first student survey was given on March 1, 2006. I used this survey to give me ideas for strategies to implement in my classroom. The main question I looked at on my initial student survey was "What can we do in our classroom to control blurting?" This gave me students' ideas for managing blurting within our classroom. Their suggestions were: Missing recess and not being chosen as a role model. I decided to use their suggestions so they could feel involved in the decision making in our classroom.

The final survey I gave my students was also designed to help me analyze what they thought about the strategies I had implemented. I wanted to know how students felt and if they thought about the consequences before they blurted. Most students said that they either always or sometimes think about the consequences before they call out. I analyzed this data by looking at each sheet and placing them in piles depending on their answers. One pile was for students that thought about the consequences, and the other was for students that did not.

Claims

Claim 1: In my classroom, the stop sign was an effective tool for students to remember to raise their hands.

The first day I introduced the stop sign, I simply held onto it during my reading lesson, and I did not have one student call out. I even had students say, "Miss D., remember to use the stop sign to stop blurters!" These comments were not blurted;

instead students raised their hands for a simple reminder. On the same day during science, I had to show the stop sign three times. Twice, the student saw the stop sign, raised his hand, and was called on. The other student stopped talking *immediately* and never gave his comment. Overall, the day I introduced the stop sign, I recorded very little blurting.

While reviewing my data sweeps, it was apparent that blurting decreased after I introduced the stop sign. When looking at the data, it was noticeable that specific students blurted less when I was holding the stop sign. Prior to the stop sign, one student, Nathan*, had blurted five times during a math lesson. After using the stop sign, Nathan only blurted three times. Another student, Neil*, blurted five times during morning meeting on March 13, before the stop sign was introduced. After the stop sign was initiated, on April 7, Neil did not call out once during morning meeting.

Another piece of evidence that supports my claim was that my students were consistently reminding me to bring the stop sign to the front of the room when teaching lessons. "Miss D. don't forget the stop sign!" "Miss D. remember to bring the stop sign to stop blurting!" they said. This confirms that students were aware of the stop sign while I was teaching. They knew that if they called out, they would be shown the stop sign and would have to raise their hands.

Also, in the student survey, one statement said, "When Miss D. shows me the stop sign, I remember to raise my hand." Twenty-three students in my class responded to this question by circling "always." These answers demonstrate that students noticed the stop sign, and, when I showed it to them, they remembered that in order to share their ideas

* Names were changed to protect the identity of the students.

they must raise their hands.

Claim 2: In my third grade classroom, boys blurt more than girls.

There are 24 students in my classroom. Thirteen of them are boys. Out of those 13 boys, all but two blurted on at least one occasion. One of the two students who did not blurt is extremely quiet and rarely even raises his hand. The other student is frequently out of the room to receive other support.

Of my 24 students, 17 blurted on at least one occasion. Out of those 17 students who blurted, 11 were boys and six were girls. This demonstrates that boys blurt more than girls in my own classroom.

The boys seem to be more excited about specific subjects. For example, Nathan is extremely interested in science, resulting in excessive blurting during those lessons. When students have background knowledge about a subject, they are also more likely to blurt. Therefore, the boys in my classroom seem to enjoy sharing their knowledge, and they forget to raise their hands.

During the data collection period, there were 370 "blurts." Out of those 370 blurts, 291 were from boys. Seventy-eight percent of the blurting in my classroom came from boys. Seventy-eight percent is significantly more than half, therefore, I can conclude that the boys blurt more than girls. As this data is for my own classroom, I cannot claim that boys blurt more than girls overall, because other classrooms might find the opposite. Each classroom is different and this data only applies to my third grade classroom.

Claim 3: The students in my classroom thought about the consequences before blurting.

The students in my classroom suggested that if they blurted, they should miss recess or not be chosen as a role model. In my classroom, a role model is a student who completes all of his or her work during the day and exhibits model behavior. By the time these strategies were implemented, students were already familiar with the stop sign. They knew that if they were shown the stop sign, they would miss one minute of recess for each time. The amount of blurting decreased after I told students that if they blurted, there would be a consequence. On March 28, prior to any penalties, students blurted 28 times during a math lesson. After I told students they would miss recess or not be chosen as a role model, the blurting decreased to six times during a math lesson on April 7.

On three separate days, I recorded the blurting levels during a reading lesson. On the first day, there were no strategies implemented, on the second day students had been introduced to the stop sign, and on the third data day they were introduced to the strategy, that they would miss recess if they blurted. On March 21, during reading, my students blurted 86 times. This occurred without introducing them to any strategy. After discussing the stop sign, and holding it while teaching, my students blurted 32 times during reading on March 31. On April 3, I told the students that anyone who blurted would miss a minute of recess for each offense. That day, during reading, my students only blurted 17 times. I found this data by looking at my data sweeps and counting the number of times students blurted during each of the lessons.

Also, at the end of my data collection period, I gave students a survey. The last statement on the survey was, "before blurting, I think about missing recess or not being a

role model." Ten students circled that they "sometimes" think about the consequences, 12 students circled "always," and one student circled "never." This suggests that students think about what might happen if they blurt. If they sometimes think about the consequences, they are aware of what they are doing and they need to make a decision: Is what I have to say worth not raising my hand and missing recess? Or, should I raise my hand to share my ideas? For the students who always think about the penalties of blurting, they are consciously contemplating raising their hand to share a comment.

Claim 4: Think-Pair-Share is an effective strategy to decrease blurting.

Students are often excited about sharing their ideas. Frequently, many students want to share something with the class, and the teacher just does not have time to listen to 24 stories. This could result in blurting so the students are sure their ideas are heard. To reduce this problem in my classroom, when I saw students become excited about something, I decided to let them share with a partner. When students had an opportunity to share with a friend, their ideas got heard and they received the attention they desired.

Prior to this strategy, students were constantly calling out answers, asking questions, or making a comment. On April 7, I did not use Think-Pair-Share at morning meeting. During this lesson, students blurted on 18 occasions. However, on April 4, I used Think-Pair-Share, and only ten blurts were made.

I also found that Think-Pair-Share was effective during writing lessons. This brief minute to share ideas allowed students to think about their topics and get opinions from a partner. Due to the fact that I allowed students to Think-Pair-Share, they did not feel the need to call out during my lesson. During this lesson, students only called out 13 times.

Claim 5: The subject does not result in increased blurting.

One of my wonderings was, does the subject matter cause blurting to occur more often? After analyzing my data, I found that the subject does not change the amount of blurting. My students blurted an equal amount during morning meeting, word study, math, science, reading, social studies, science, and writing.

In order to analyze data with the least amount of error, I looked specifically at the data sweep done the day of March 13 and April 7. On March 13, my students blurted 17 times during morning meeting, whereas on April 7, they blurted 18 times. Students did not blurt in word study on either day. For math, they blurted 10 times on the first day, and improved then to six on April 7. This data is shown on the graph below.
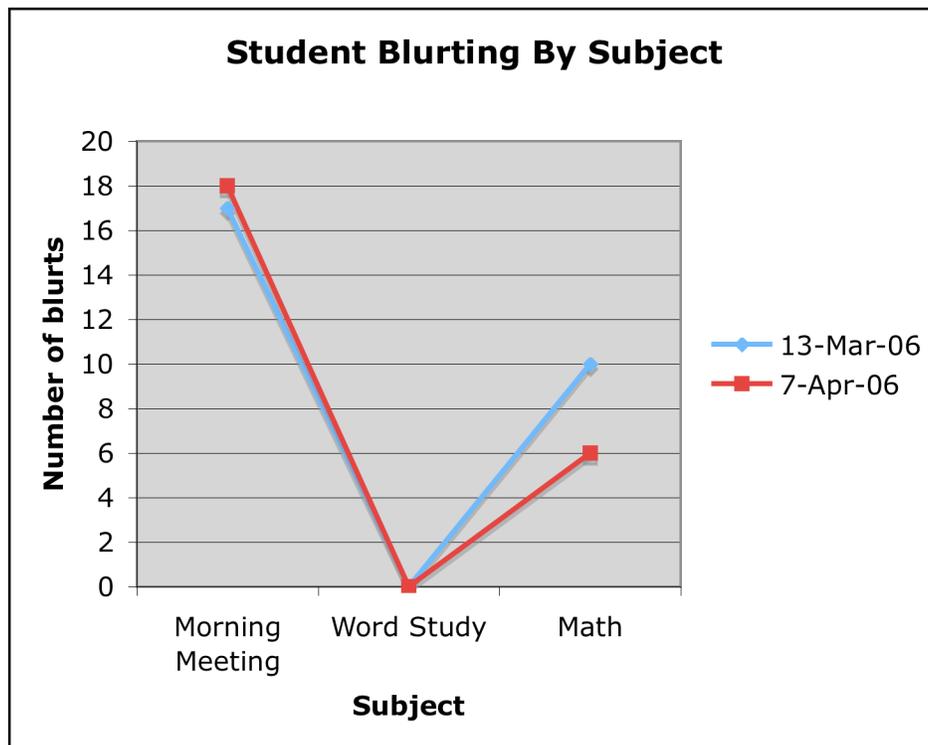
While this is helpful information, the topic of the lesson might have been more exciting in morning meeting and social studies on April 7. This data does not show significant improvement in the blurting in my classroom when based solely on the subject.

Students in my classroom consistently blurted during each subject. On April 4, they blurted 13 times during writing, 16 times during science, one time during math, and 10 times during morning meeting. The subject matter did not increase blurting; my students are always excited to share ideas and participate in discussion.

Conclusions

This inquiry was successful in decreasing blurting in my third grade classroom. My students responded positively to the specific strategies that I implemented. The stop sign was successful in reminding students of their need to remain patient and raise their hands. When they were shown the stop sign, students remembered to raise their hands if they wanted to share their thoughts.

I have noticed that since stopping the data sweeps, my students have been blurting more frequently. I was avoiding mentioning role models and missing recess to see how my students responded without reminders. They began blurting consistently again, showing me that my students need constant reminders (visually and orally) to remember to raise their hands.

I plan to use my results in my future teaching. One way I will use them is by implementing Think-Pair-Share. In my classroom, I want my students to feel included in the discussion and that their ideas are important. Think-Pair-Share allows for all students to participate in the discussion even if they are not comfortable talking in front of the whole class. In my classroom, I will use this strategy to decrease blurting. I do not want my students to be interrupted by another student. I believe that students should respect others, and part of giving respect is waiting to share ideas. Think-Pair-Share allows for

students to share their ideas, practice listening skills, and participate in discussion without blurting.

I will also continue to use the stop sign in my future classroom. The stop sign was a visual reminder for students that they were calling out and that it was important to raise their hands. I felt this was an effective tool for controlling blurting without disrupting my lesson. If a student was calling out, I just showed the stop sign without saying a word. This served as a visual reminder to students without causing me to lose my train of thought. In this inquiry, I found that the stop sign was successful, and, in the future, I hope that it will help my students learn to control their excitement about sharing ideas.

When teaching in the future, I will also call on students before they have an opportunity to blurt. In my present classroom, I am aware of the students who are more likely to blurt. In the future, I will observe my students to see which students are likely to call out. During a lesson, I will call on those students specifically. Some of the prompts I will use are: "Two times what ____ gives me eight?" "_____ Please tell me your ideas!" "Who can raise their hand and tell me the answer?" "I will only call on students when they raise their hands." "How do you feel about that, _____?" This will help students participate in the discussion, without allowing them the chance to blurt.

At the beginning of the school year, I will set high expectations for my students. I plan to be clear in stating that I expect them to have enough self-control to raise their hands. I will cover blurting right away so that students know I have no tolerance for it. I want my students to understand that I want to hear their ideas; however, they need to be able to raise their hands and wait to be called on. I do not want my students to think that

I do not care about them because I did not listen to their comments. By addressing blurting at the beginning of the year, they will know how I expect them to act when they want to share, and how I will react if they blurt. Blurting will be addressed in our classroom rules, "Raise your hand when you want to speak with the teacher or class." Based on this rule, students will be aware of my expectations and how I am aware that they know better than to blurt.

Although I find blurting disruptive, some teachers might consider blurting to be beneficial to the learning process. According to Reed and Kirkpatrick, "What may be viewed by one as disruptive, could be viewed by another as non-disruptive or non-detrimental to the classroom learning environment," (1998, p.15). Blurting can show students' excitement about the topic, therefore improving the learning environment. Through this inquiry, I have learned that blurting can sometimes be productive to learning. In the future, I plan on listening to the comments that students are making and then determining if blurting is a problem.

New Wonderings

After completing this inquiry, I answered many of my original wonderings. However, now that I have studied the issue of blurting, more wonderings come to mind.

- How do students feel when I show them the stop sign? Does it make them not want to share at all? Is it embarrassing for them?
- When is blurting okay?
- Does the teacher's classroom management strategy affect whether or not students blurt? Do the teachers cause blurting?

- Do students blurt to call attention to themselves?

- Do seating arrangements help control blurting?

References

Levin, J. & Nolan, J. F. (2004). *Principles of Classroom Management: A Professional Decision Making Model*. Boston: Pearson Education.

Little, E.. (2005) Secondary School Teachers' Perceptions of Students' Problem Behaviors. *Educational Psychology: An International Journal of Experimental Educational Psychology*. Vol. 25, No. 4, pp. 369-377.

Reed, D. F., Kirkpatrick, C. (1998) Disruptive Students in the classroom: A Review of the Literature. *Metropolitan Educational Research Consortium,* Richmond, VA.

Wheldall, K. (1991). Managing Troublesome Classroom Behavior in Regular Schools: A Positive Teaching Perspective. *International Journal of Disability, Development and Education*. Vol. 38, No.2, pp. 99-116.