

## Goal Setting: Using an Attention Signal

Now that you have a plan and are ready to use your new attention signal, set some goals to help measure if the signal gets the results you desire. You want your goal to be based on how many of the students respond, and within how many seconds they respond.

Your goal for day 1 of implementation may be different than your goal for day 2, 3, or 4. Most importantly, try to set goals that are realistic. For example, a goal for day 1 might not be, "All students respond within 5 seconds," but perhaps that could be your goal for day 2 or 3.

### Goal:

When given an attention signal,  of the students will respond within  seconds.

### Simple Data <sup>[1]</sup>

All	Almost all	More than half	Less than half	<input type="text"/> Seconds	<b>Goal met?</b>	Yes	No
All	Almost all	More than half	Less than half	<input type="text"/> Seconds	<b>Goal met?</b>	Yes	No
All	Almost all	More than half	Less than half	<input type="text"/> Seconds	<b>Goal met?</b>	Yes	No
All	Almost all	More than half	Less than half	<input type="text"/> Seconds	<b>Goal met?</b>	Yes	No
All	Almost all	More than half	Less than half	<input type="text"/> Seconds	<b>Goal met?</b>	Yes	No

### Helpful tips:

**Check the time** — Use a watch, classroom clock, etc.

**When goal is met** — Praise and thank the students for their cooperation.

**When goal is not met** — Re-teach the signal to the students and tell the students your goal. Repeat the signal, make it obvious you are waiting for them, and provide corrective feedback.

When the goal <u>was met</u> , what went well?	If the goal was <u>not met</u> , what were the challenges?

### What needs to be done to meet my goal after every attention signal?

Increase goal	Stay the same

### [1] Using Simple Data

Keep the goal sheet somewhere readily available to you at all times (e.g., on a clipboard you carry with you). Each time you use an attention signal, count the seconds on a watch or classroom clock (or even in your head) and estimate how many students respond. Then, record whether all, almost all, more than half, or less than half of the students respond and how long it took on the goal sheet in the Simple Data section.

Determine whether or not your goal was met. Try to do this each time you provide an attention signal. This will tell you if students are getting better at responding to the signal. Of course, you may not be able to record it each time and that is *no problem*. Just try to do it as often as you can.

Recording the simple data on the goal sheet should not take long or interfere with class time. If you find it is interfering with your routine, try to adjust the way you record your data. Basically, make it work for you and your classroom.

At the end of the period, review your data and the times when you did and did not meet your goal.

#### ***If you met your goal after each attention signal***

*Congratulations! Reward yourself with some praise or a reward of your own and keep it up! Adjust your goal if you'd like more students to respond in a shorter time.*

#### ***If you met your goal sometimes***

*Great! You are definitely on your way to using an effective attention signal. Reflect on the times that went well and the times that did not. What was different about those situations—the activity, environment, type of transition? Determine how to overcome the challenges and give it another try.*

#### ***If your goal was not met***

*Reflect on any challenges that you had. Determine how to overcome the challenges and give it another try. Meeting with your CCU coach to problem solve can be helpful, as well.*

Challenges	Tips from the Field
<p>““ <i>Despite practice, several students are not responding to the signal.</i></p>	<p>Consider whether it is the same students each time who are having difficulty with the signal. If so, you may want to pull them aside to practice with you. Consider also giving these students a precorrection (see Using Precorrections) prior to using the signal (e.g., "<i>Melissa and Dan, I am going to use the signal to get your attention. When you see and hear me (demonstrate signal), stop talking, look up at me, respond with (the student response you choose) and wait.</i>" You may also want to give the signal in close proximity to students who struggle.</p>
<p>““ <i>My attention signal only works in my classroom (e.g. light switch).</i></p>	<p>Try to have an attention signal that isn't limited by classroom resources (see examples).</p>
<p>““ <i>Students do not hear or see my attention signal.</i></p>	<p>If students don't hear or see your attention signal, re-evaluate your signal and consider whether it is strong enough to capture your students' attention. You may need a visual and verbal cue that is more noticeable.</p>
<p>““ <i>I have to repeat my attention signal.</i></p>	<p>Stick with it! Attention signals require practice and discipline between teachers and students. Be sure to give positive and corrective feedback to students. You may also make it into a game where if the majority respond within a certain time, they "win" or earn a reward.</p>
<p>““ <i>Students do not respond within the allotted time after a few days of practicing the attention signal.</i></p>	<p>Wait and make students aware that you are looking at the time. When class is finally silent, use corrective feedback.</p>