The Calming Corner and Student Behavior

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Data Analysis

What is the effect of the Calming Corner on student behavior in an elementary special education classroom? Provided in the qualitative data are observations of those challenging behaviors in the special education setting before the calming corner was implemented. The quantitative data that was collected includes the frequency of those behaviors and the frequency of how often the calming corner was utilized. There was also another form of data collection collected through a check-in form. The check-in form is viewed almost as an entry and exit ticket to the calming corner. Included on the form are the zones of regulation (blue, green, red and yellow) in which will provided information on how the student was feeling when they entered the calming corner, the time, the tool they used while in the calming corner, and then the zone on how the felt when leaving the calming corner along with the time.

Prior to collecting data on the calming corner, observations were made on behaviors that are demonstrated in the special education classroom in two separate 30 minute small group lessons. Included in the first small group lesson were four kindergarten through second grade students in a reading group and the second small group lesson included three second graders in a reading group. Based on observations in the first small group, student 1 was off-task 93% of the time, student 2 was off-task 30% of the time, student 3 was off-task 23% of the time, and student 4 was off-task 40% of the time. Based on observations in the second small group, student 1 was off-task 87% of the time, student 2 was off-task 17% of the time, and student 3 was off- task 7% of the time. The behaviors observed during these two small groups were inattentive, hyperactivity, non-compliance and other. Of the behaviors observed, hyperactivity was demonstrated the most for a total of 15 times observed. Non-compliance was the second most observed behavior of the two groups with a total of 12 times followed by inattentiveness which was observed 11 times during the observation. The other behaviors observed included a student trying to get another student’s attention by calling their name and another student making noises/ humming loudly (See Table 1). All students demonstrated some sort of off-task behavior. The purpose of this observation was to provide a baseline of how often and what specific behaviors are being observed. Another reason for the observation was to get a sense of what tools would best help the students in the calming corner.

Table 1

*Baseline Observations*

| **Group 1** | Inattentive | Hyperactivity | Non-compliance | Other | Total |
| --- | --- | --- | --- | --- | --- |
| Student 1 | 5 | 2 |  | 2 | 9 |
| Student 2 |  |  | 3 |  | 3 |
| Student 3 |  | 5 |  |  | 5 |
| Student 4 | 2 | 6 |  |  | 8 |
| **Group 2** |  |
| Student 1 | 4 |  | 6 |  | 10 |
| Student 2 |  | 1 | 2 | 2 | 5 |
| Student 3 |  | 2 | 1 |  | 3 |
| **Total** | 11 | 15 | 12 | 4 | 42 |

After collecting baseline data, the calming corner was introduced and implemented in a period of a month in the special education classroom. Quantitative data was then collected to show how frequent the calming corner was utilized for that month. Both groups were observed again after the implementation of the calming corner to show a comparison. Each time a student visited the calming corner a check-in sheet was filled out. The completed check-in forms were turned in to be reviewed. The calming corner was visited by 5 of the 7 students in a month span. There were a total of 47 visits to the calming corner overall (See Table 2). This data collection is to show how frequent the calming corner was put to use while being implemented. Another reason for these observations was to see how effective the calming corner was. The students included in this research all demonstrate challenging behaviors throughout their day. Some are more frequent and intense than others but overall the day can be quite disruptive to the learning process due to these behaviors. It is noted that two of the students who used the calming corner, needed adult support to guide them through the calming corner. The other 3 students who visited requested the calming corner but also used it to either avoid a task or were using it inappropriately.

Table 2

| **Group 1** | Visits to the Calming Corner |
| --- | --- |
| Student 1 | 0 |
| Student 2 | 0 |
| Student 3 | 3 |
| Student 4 | 7 |
| **Group 2** |
| Student 1 | 16 |
| Student 2 | 9 |
| Student 3 | 12 |
| Total:  | 47 |

Another observation was made after implementing and modeling the use of the calming corner. The same groups and students were observed to keep the sample consistent. The observation again was 30 minutes for the two groups. In group 1, student 1 was off-task 90% of the time, student 2 was off-task 23% of the time, student 3 was off-task 33% of the time, and student 4 was off-task 27% of the time. In group 2, student 1 was off-task 93% of the time, student 2 was off-task 13% of the time, and student 3 was off-task 10% of the time (See Table 3). According to the data, inattentiveness was the highest off-task behavior for a total of 14 times with hyperactivity and non-compliance being demonstrated 10 times.

Table 3

*Final Observation*

| **Group 1** | Inattentive | Hyperactivity | Non-compliance | Other | Total |
| --- | --- | --- | --- | --- | --- |
| Student 1 | 6 | 1 |  | 1 | 7 |
| Student 2 |  |  | 4 |  | 4 |
| Student 3 |  | 2 |  | 1 | 3 |
| Student 4 | 1 | 5 |  | 1 | 7 |
| **Group 2** |  |
| Student 1 | 7 |  | 4 |  | 11 |
| Student 2 |  | 2 | 1 |  | 3 |
| Student 3 |  |  | 1 | 1 | 2 |
| **Total** | 14 | 10 | 10 | 3 | 37 |

According to the baseline observations there were a total of 42 demonstrated behaviors and there were a total of 37 observations with the final observations. Therefore, there was a decrease of 5 behaviors overall between the two observations. However some of the behaviors were inconsistent with the student. Some students showed an increase of behaviors while others showed a decrease.

 Based on the check-in forms from the calming corner, data shows that students either felt in the Blue or Red Zone. There were a total of 47 visits to the calming corner during the span of implementation. Of those 47 visits 89% of the forms showed that the student was in the Red Zone and the 11% of the visits showed that the student was in the Blue Zone. As previously mentioned two of the students who utilized the calming corner needed adult support with filling out the form as well as guiding them through using coping tools. When looking at how students felt after leaving the calming corner only 77% felt that in the Green Zone leaving the rest of them feeling the same as when they entered. Providing the calming corner with physical tools to help students regulate needed to be strategic as some would utilize tools as something to play with rather than helping them regulate. Therefore, there were a variety of breathing and stretching posters posted on the wall, coloring, stress balls, and a big stuffed animal. As assumed, the tangible objects were used inappropriately and therefore were put out of sight unless asked for. These objects needed to be more closely monitored while using. Of the coping tools utilized, breathing and stretching were the most used and seemed to be the most effective.