

# **Journal of Classroom Interaction**

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## **Pressing for Elaboration in Student Talk about Texts**

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Abstract: This article explores the practice of one accomplished teacher who uses follow-up probes to press her fourth- and fifth-grade students to clarify and articulate their ideas more fully. Qualitative analysis of field notes, teacher and student interviews, and video recordings of instruction, and discourse analysis of reading conferences revealed four features of the classroom context that made it safe, sensible, and possible for this teacher to press students to extend their thinking during discussions. The teacher's positioning of students as capable and framing of reading as collaborative and interactive made questions that pressed students for elaboration fit naturally into instruction.

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## “Peace to Learn”— A Discourse Analysis of Pupils’ Perceptions

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**Abstract:** Peace to learn refers to a peaceful state that makes meaningful and productive learning possible—in other words, the conditions that allow or hinder pupils to work peacefully in the classroom. How pupils perceive their own position in the classroom is related to their perception of peace to learn. In this research, the purpose was to draw a picture of pupils’ conceptions of their positions and peace to learn through discourse analysis. Two groups of sixth-graders and one group of fifth-graders participated in this research. The pupils were asked to write a description of a peaceful or restless lesson by continuing short frame stories. Altogether, 59 essays were received. The data were analyzed by discourse analysis method: attention was paid to the smallest units of language and the position of language in the construction of reality. Two discourses could be found in essays: the staid pupil’s and peace breaker’s discourses. Both discourses included four interpretative repertoires that illustrate pupils’ perceptions of their subject positions in the classroom: all of them see peace to learn differently. In conclusion, the connection between peace to learn and a learning event is discussed. Peace to learn means different things to different pupils; it is a real challenge to teaching.

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## **Addressing the Social and Academic Behavior of a Student with Emotional and Behavioral Disorders in an Alternative Setting**

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**Abstract:** Check-In/Check-Out is a secondary tier positive behavior support program in which an adult mentor is paired with a student to address problem behavior and support appropriate behavior. This case study extended the implementation of the Check-In/Check-Out strategy to a residential facility for students with emotional and behavioral disorders. The present study examines the relationship between the Check-In/Check-Out intervention and frequency of office discipline referrals, percentage of school-wide positive behavior support points earned, and academic performance. Results indicate a decrease in office discipline referrals and an increase in academic performance. Future investigation is warranted to evaluate the implementation of Check-In/Check-Out with students with emotional and behavioral disorders and in alternative education environments.

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