W.O.W WEDNESDAY’S TEACHER OBSERVING

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What is W.O.W Wednesday's?

W.O.W Wednesday’s is a group classroom activity run by TIRP group member Sarah Lindvay. Sarah is a Program Coordinator with the adapted recreation group, Daring Adventures. Daring Adventure's was a City of Phoenix Parks & Recreation program until 2011, after the city shuttered the adaptive recreation program Daring Adventure’s took off on their own. They have now partnered with ASU in our TIRP research group, helping TIRP create an inclusive therapeutic recreation program that can be used in schools.

What does TIRP stand for?

TIRP stands for Therapeutic and Inclusive Recreation Programming. It is designed to support the social, emotional, physical, and academic growth of all participants. Recreation-based activities are adaptable, student-centered, and engaging to promote and sustain participation of all people.
What happens during W.O.W Wednesday’s?

During W.O.W Wednesday’s, Sarah and her group of ASU students that are partnered with her facilitate an activity that they have pre-planned. Pre-covid these were recreation activities that were done on location at the two school campuses we have partnered with our pilot program. Since Covid has taken place, these activities have had to be moved online, so now W.O.W consists of 15 minutes of an online activity on zoom led by either Sarah or one of her ASU students. The activities have consisted of group games that help the students in the class come together and make decisions that include everyone. The games also bring together the students by helping them identify their own feelings and how it can affect themselves and others around them.
Teacher observation

- My job during for TIRP during these W.O.W Wednesday’s is to observe the teacher (or teachers) in the class during these activities. Myself and another TIRP member are observing the teachers in the classroom while the activity is taking place. We observe how many teachers are involved in the activity, the teachers control over behavior in class, teacher involvement, engagement with students, as well as student engagement in WOW. Each question has the answer choices of low, medium, high, and N/A. There is also a section for choosing for each question if each one was positive or negative. As our last question there is a text box for what other information is important to share BOUT The Lead Teacher. We make sure to include the following key terms in our description:
  - Engagement
  - Inclusion
  - Adaptations
  - Positive and/or Negative Reinforcement
  - Patience
  - Therapeutic use of self (verbal tone, body positioning, listening, question facilitation style)
  - Body position
  - Physical / Non-Physical Prosocial
  - Physical / Non-Physical Antisocial
My observation partner and I fill this survey out for each class every Wednesday. There is a 5th grade class we observe at 8:45am, then a 6th grade class at 1pm. Each class is observed by both of us, then a survey is filled out for each teacher we observed during the session. The survey was created from the software in Qualtrics. By using Qualtrics our surveys can be recorded and collected, the TIRP member who is collecting our data then works through it through Qualtrics and analyzes the data based on:

- Descriptive statistics for all variables by class.
- Examine associations between teacher observation data (behavioral control, involvement in WOW, engagement with students, student engagement in WOW, prompting) and WOW student survey outcomes.
- Examine associations between teacher characteristics and student engagement in WOW.

<table>
<thead>
<tr>
<th>Teacher control over behavior</th>
<th>Low, Medium, or High</th>
<th>Notes for Low or High</th>
<th>Negative or Positive</th>
<th>Notes for Negative or Positive</th>
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<tbody>
<tr>
<td>Teacher involvement in WOW</td>
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<td>Teacher engagement with students</td>
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Please classify the Lead Teacher (staff member #1) on the following with explanations where applicable.