

1. A description of the particular problem you were addressing (What type of problem was it? How frequent/severe was the problem? How did it manifest itself in the classroom?)

John Doe is an 8th grade student who shows textbook defiance towards one or multiple teachers at a time. From the beginning of the school year, through February 15, 2011, he has been reported to the office twenty different times. All twenty referrals have been incidents that showed defiant tendencies, disrespect and possible power struggles with his teacher and other staff members. For example, on September 9th, John was referred to the office because the “student disrupts the class talking out consistently, laughing inappropriately, very rowdy and loud. He displays a “don’t care attitude” and gets peers off task. Very rude and disrespectful toward peers.” The first time that I personally experienced John’s defiance was while walking students to their elective classes. As a school policy, it is expected that students walk in a single file line, with their class. On November 12, 2010, I repeatedly told John to walk in a single file line, to the right. I had given him at least five different warnings until I finally told him that if he doesn’t, I would refer him to the office. He still refused. It was as if he was saying, “I am not going to do what you ask me to do.” Again, even though other staff had witnessed this level of defiance from the beginning of the year, it was not until November that I began to see the issues that they were having. At this time, I was still unaware of the severity of John’s case. I was unaware that other teachers were experiencing such high levels of defiance in John Doe, since we remain unaware of office referrals, and their results, unless the child is either in our homeroom, or we referred the child to the office.

John’s office referrals were very frequent and consistently showed signs of defiance or disrespectful behaviors. Specifically, 17 out of the 20 office referrals during this period of time were because of defiant behaviors. The remaining 3 were because of disrespect. All of these incidents resulted in some form of suspension. Historically, if John Doe were assigned an in-

school suspension, he would often times be sent home, due to power struggles with the coordinator. (For specific reasons that John Doe was sent to the office with a referral and the consequence given for the disruption, see Appendix A)

In my class in particular, John began the school year much like any other 8th grade student. There were occasions that John would not complete his assignment, and would disrupt the class, but red flags were not raised until around December. Even when John refused to get into a single file line, I was not alarmed. Most students do not understand the single file line policy, so it is expected that there will be several students a year that try to defy that rule. Around December however, I began to see a change in John, in my class. Daily, I would need to push John to get out his notes, complete the assignment, and to stop talking to the students around him or even across the room. He would laugh at everything that was happening in the class. Even if I were teaching, he would pay attention to everything else besides the lesson. He was not easily distracted, because these issues were never a problem for me in the beginning of the year. It was required that I would have to speak to John Doe between 8-12 times during a 50 minute class period. It was a constant battle to keep him simply quiet so that other students could learn. When his seating arrangement was changed in the middle of class, he would refuse to move, making low comments like, "I'm not moving." Rarely would he make eye contact if there were a time when you were telling him to do something that he did not want to do. Was this a transfer of frustration that John was experiencing in his other classes? Are there outside influences that John is trying to satisfy? Why was there a sudden change in John's behavior and what should be done to improve it?

Academically, John Doe struggles just as much as he does behaviorally. Like stated previously, John does not turn in assignments, and it is a constant struggle to get him to do his

class work assignments. He has not passed my class for the first semester due to lack of completing assignments and low quiz/test scores.

2. A discussion of your professional "stance" when you started working with this child? How effective (using Brophy's list from Module 1 or Chapter 2 of the text) were you when working with this student?

My teaching style and personality can be defined as authoritative. I treat students with the utmost respect and I truly enjoy teaching them. I am a very positive person, and try to look at ways to solve problems versus simply discuss them with fellow colleagues. Being that I teach 8th grade students, I talk through the decisions that I make, with the class, in order to provide reasoning behind rules and procedures. For example, if I begin to have an issue with bathroom passes being used too frequently, I will have a conversation with the class and explain why it is important for students to only use them when it is necessary. Or, if a class poses a greater challenge behaviorally, I will create a reward system for the entire class, to motivate the class. Since 8th grade students tend to like more responsibility, I give that to them, but also teach them to monitor it, by modeling that reflective process.

One downfall of my personality however, is that I tend to avoid conflict. I do not like arguments and often strive to “keep the peace” between students. This trait tends to prove to be a weakness I possess, when working with outwardly defiant students, like John. I understand that it is important to choose your battles, but it is equally as important to fight the battles that are worth fighting. I find it very difficult, at times, to decide what battles are worth fighting and what battles are worth ignoring? I always like to be consistent among students, but am also much more flexible with defiant students like John. For example, I would never allow a child to tell me “I am not doing that assignment!” However, frequently John will say that same statement. Instead of responding with a write-up in my hand, and referring that child to the

office immediately, I will send John out in the hall long enough to cool down, and then I will talk to him privately. Whether or not this “inconsistency” can be seen among my students, I am unsure. However, those students who are defiant, as Jose, will most likely quickly learn what they can and cannot get away with, with teachers like myself.

On the other hand, being that I tend to avoid conflict, I have learned how to put myself in positions that do not promote power struggles with students. With John Doe, it is necessary to not only discuss issues privately, but also outside of the classroom entirely. John Doe will tend to be very loud if I talk to him in the classroom, so conversations in the hall tend to create a less stressful situation for both parties. “Minimize power struggles and face-saving gestures by discussing the incident with the student in private rather than in front of the class, question the student to determine his or her awareness of the behavior and explanation for it...” (Brophy, p. 21) Having one-on-one conversations, when no other students are around, not only saves-face for the student, but I do not put myself in a position when I feel as if my authority is threatened by a student either.

Therefore, my personality and teaching style, although it has both strengths and weaknesses, strives to show students reasons for rules and procedures. I strive to be consistent with students, but approach situations with defiant students with caution. While my conflict-avoiding personality helps students feel comfortable and emotionally safe in my classroom, it also leaves the potential of avoiding necessary conflict.

3. A description of the changes you made in your practice with this student. What changed? Which specific intervention(s) did you employ? Include a description of any intervention(s) you made with the student's parent if you included that component.

The interventions used served two different purposes; behaviorally and academically. To provide John the appropriate tools to improve his behavior, four different strategies were put into place over the past three months. Namely, positive feedback, cueing, cool-down sessions and

intrinsic motivators, like one-on-one conversations were all put into place to attempt to help socialize John in the classroom, so that he was less disruptive. Next, to increase John's academic success, differentiated lessons were implemented to meet John's specific academic needs.

Behavior Strategies

1a. Positive Feedback: Home-Note System

First, to strengthen the parent-school relationship, it was vital to employ a method of weekly communication with his mother. In "BEST Practices," Reavis notes, "The available evidence suggests that a well-designed homenote system can improve academic performance and classroom behavior." (Reavis, p. 30) Being that both academic and behavioral goals would be met through this "note system," it would play a necessary role in attempting to refocus John Doe's attention. Furthermore, Reavis continues with an easy, three step process to make these notes home, be as successful as possible.

First, the notes need to be simple. The notes I wrote were on a 3x5 index card and were short and to the point. Rarely did they exceed three sentences. The second step is that the teacher needs to have a clear vision on what is expected from John. Predominantly, since John struggled consistently with following directions, it was the number one "rule" that was going to monitor. It was also expected that John complete the class work assignments, including taking notes. Finally, John was required to focus on the lesson, without disrupting students around him, by talking to them, laughing in the middle of class, etc... These were the three "rules" that were monitored during the note home process. The final step in providing successful notes home is to meet with John's parents to gain their support and cooperation. In the end of January, this meeting was arranged and John's mother was very supportive of the strategies that would be put

into place. She understood the three “rules” that would be observed and when the notes would be written. John also knew the expectations and the purpose of the notes home.

1b. Positive Feedback: Extrinsic Motivators

Positive feedback would be a way for John to possibly have a more positive outlook on school and teachers. He needed to have something to look forward to, and if he viewed everyone as trying to control him, the school system would not have his support. Therefore, occasional extrinsic motivators were used to reward students for their good behavior. Immediate and frequent positive feedback could prove to help motivate John. However, “praise alone may not be sufficiently reinforcing to the student. The teacher may need to initially pair it with the use of a token economy or tangible reinforcement to make it effective.” (Reavis, p. 62) These tangible reinforcements were given to not just John, but also the entire class. Weekly, a “Student of the Week” would be assigned to a student who showed clear signs of improvement. The “Student of the Week” would be rewarded with a pack of gum, a candy bar or a snack. Being that this was offered to the entire class, John would not feel “singled out.” These rewards would be something that he would have to work for, and compete with other students in his class for.

2. Cueing

With the note-home strategy supported by John and his mother, it was necessary to create a system that would provide John immediate feedback on when his behavior was not acceptable. “When students have difficulty remembering to perform certain behaviors, you can help by cueing-providing a brief direction or reminder to cue their attention and behavior.” (Brophy, p. 24) Cueing would be used by simply walking by John, putting my hand on his shoulder to let him know to refocus, making eye contact with him during the lesson or even quickly calling out his name in the middle of a sentence, and immediately continue my original sentence. The cue

used was not supposed to draw attention to John, rather it was to used specifically to help John, and only John to get focused without others noticing John.

3. Cool-Off Sessions

When cueing was not enough to refocus John's attention during the lesson, cool-off sessions would be provided to give John the opportunity to spend 5-10 minutes in an empty room located directly across the hall, to collect his thoughts. These sessions would only be used if all strategies seemed to fail. "Several teachers suggested that it is important to handle defiant students in your classroom and not send them to the principal, except perhaps for backup or to deal with particularly bad situations." (Brophy, p. 250) Since office referrals proved to be unsuccessful for John as well, and often created a power struggle, the referrals would be avoided at all cost. Being that it is still necessary to be consistent with the expectations and procedures, cool-off sessions would be provided only on a case-by-case situation.

4. Intrinsic Motivators: One-on-One Conversations

"Defiant acts usually culminate a buildup of anger and frustration in the student, so it is a good idea to begin conferences with defiant students by inviting them to express their concerns and then hearing them out before you attempt to respond to the points they raise or move on to your own agenda. This will allow you to get a full picture, to gain time to think about what you are hearing, and, if feasible, to make a good start on improving the overall situation by agreeing to accommodate legitimate concerns." (Brophy, p. 234) With every cool-off session provided to John, a one-on-one conversation would give him the opportunity to express some frustration. He would be the person that would have to talk about the situation, so that he could not only express himself and be heard, but also accept responsibility for his actions.

Academic Strategies

1. Differentiation

John Doe is frequently placed in “in-school suspension” or “out-of-school suspensions.” Therefore, he misses a great deal of instructional time. When assignments are given to him, during this time, he will often complete the assignment incorrect. He essentially does the assignment, just to say he has completed it. He is what Brophy would define as an underachiever or a student with failure syndrome. (Brophy, p. 136 and 84) However, instead of school not being challenging, school proves to be too challenging. Even in class, if something is difficult, he will say “I’m not doing this!” (rather than “I can’t do this!”) He rarely participates in whole-class discussions, but will seem to work if I am sitting directly next to him, helping him every step of the way. He gives up very easily, even if I am standing directly next to him, but does not even seem to make an attempt if I am not providing him one-on-one assistance.

“In a differentiated classroom, it’s the teacher’s goal to figure out where a student is in relation to key learning goals and then provide learning experiences that will push the learner a little further and faster than is comfortable.” (Tomlinson, p. 22) Since John shows clear signs of struggling academically, it was important to use differentiation to meet not only the behavioral needs of John, but also his academic needs. One way that instruction will be differentiated for John is that he will be given alternate assignments if or when he is assigned an in-school or out-of-school suspension. He will choose what concepts he would like to strengthen, and questions from that objective will be assigned. This will not only put John in control of his own education, but it will also teach John how to self-evaluate his learning. Next, if I get the sense that John is becoming distracted, and giving up too quickly by stating, “I’m not doing this assignment,” I will modify the assignment, so that he does not become overwhelmed. I will provide one-on-one assistance, so that John can either work with me directly or another student. These small steps

have the potential to not only motivate John to keep working and strengthen his math skills, but it will also help him to self-assess what objectives he is comfortable with, and what objectives he simply does not understand.

4. How effective was the intervention? How has the student's behavior changed (if at all)?

Behavior Strategies

1. Positive Feedback

Positive feedback was successful, as long as it was not used too frequently. The motivators lost their effectiveness if they were used too often. More specifically, weekly notes home were a great way for John to monitor his behavior through the week, and it did not provide “excessive” feedback. The notes were simple and quick, so they served their purpose well. However, there were weeks that even notes that were written home could not keep him focused so extrinsic motivators were necessary. For example, if John came to class seemingly distracting, I immediately began to get him on-task and focused on the lesson, before his behavior got out of hand. If John continued to be disruptive, I would let students know that I would be keeping track of students who were working for the “Student of the Week” award. This not only motivated John, but it also motivated the entire class. Again, this is not something that was used every day; rather, it was used only on days that students seemed to be overly distracted. When John was awarded the “Student of the Week,” he was very proud of himself. He would immediately boast to his friends and would always have a smile on his face. Therefore, positive feedback helped to motivate John to not only behave, but also complete the class work assignments.

2. Cueing

The purpose of cues was to provide a non-threatening way to remind John that his behavior was unacceptable and that he needed to refocus his attention. The reminders were never given in a manner that John felt that he needed to defend his “power” in the classroom, because they were often times given in a way that was not noticeable to other students. Even if I would mention John’s name while giving my lesson, I would say it in the middle of a sentence, and continue right on with lesson. There was never a time given that would draw attention to John. Brophy suggests to “deliver cues in ways that encourage students to see them as helpful reminders about behavior that is supposed to be produced, not as after-the fact nagging or criticism.” (Brophy, p. 24) Being that this was the case, John was never in a situation that he felt like he was in trouble, rather I was simply making subtle reminders about his behavior. Cueing is by far the most consistently successful strategy that was used with John. Cueing could be used several times in a class period, and it seemed to be successful at least 85% of the time, in refocusing John’s behavior. However, cueing was a strategy that could be used multiple times in a class period, without exhausting the strategy.

3. Cool-off Sessions

The benefit of cool-off sessions is questionable because there were times that it seemed as though John was using them to get out of class. He knew exactly how disruptive to be, in order to have a “cool-off” time. He would even get to the point to where he would say, “Can I just go across the hall today, I don’t feel like doing this.” Therefore, instead of the sessions being a way for him to refocus and still be a part of the class, it was a way for him to exclude himself from the class. However, cool-off sessions avoided John going to the office, and therefore being suspended. Therefore, the sessions were not a complete loss. If he was sent to the office, he could potentially be placed in the alternative school.

4. Intrinsic Motivators: One-on-One Conversations

It is uncertain how much these conversations helped his behavior in my class however, it is evident that it resulted in a trusting relationship between the two of us. In fact, it allowed me to become more of an advocate for John. When meeting with all of his teachers, to discuss the possibility of placing John into the alternative school, I was able to support the future of John from a different perspective. A couple teachers felt that John needed to be sent to the alternative school or sent to another teacher's classroom for the remainder of the year. The one-on-one conversations enabled me to understand exactly what it was that John wanted for himself. I used what he shared with the team and was able to ultimately avoid John being sent to the alternative school for the time being. As emotional as it was for a person that avoids conflict at all costs, it was necessary to be an advocate for a student that does not know how to be an advocate for himself.

The one-on-one conversations also helped me understand his point of view and I was rarely frustrated by his behavior because of it. Instead, I often reflected on why John may have had an outwardly disruptive day. Instead of trying to "control" his behavior, these one-on-one conversations helped me to understand what was frustrating him. Therefore, instead of being a way to improve his behavior, the one-on-one conversations allowed me to have a deeper level of respect for John. The conversations changed my perspective more than John's behavior.

Academic Strategies

1. Differentiation

Differentiated assignments work very well for John, since he shows signs of academic struggles, along with the behavioral problems discussed. In my class, I focus on growth, versus mastery. I want every child to walk out of my class, and feel like they have accomplished

something, that helped them understand math better. It would be naive to say that every student should excel and succeed at the same pace of the class. Since it is not possible, the only way to help every student is to pay close attention to the academic needs of every student, especially both low and high-achieving students.

With John, I differentiated in a couple different aspects. First, I differentiate the assignments I give him. I would rather John strengthen a skill that he feels comfortable doing by himself, than completely guess on the assignment and receive no benefit from it. In the situations when John was sent to in-school suspension and out-of-school suspension, John seemed to be more motivated to complete the assignment that he chose for himself. Being that the goal was academic success, versus behavioral success, differentiation proved to be somewhat successful. Being that the number of times that John was placed in an alternative setting decreased, it was difficult to be consistent with the strategy.

The second way that assignments were differentiated for John was that he was given modified assignments occasionally. John will easily give up when I walk away, which is consistent with the hypothesis that John struggles with being an underachiever or having failure syndrome. So, when John is showing signs of frustration or giving up too quickly, I will modify his assignment. Only select assignments were modified, and it depended on his motivation for that particular day. For example, if John was having an exceptionally frustrating day, he would only have to do 75% of the assignment to get a full grade, he normally is much more motivated to finish the work so he can relax. This strategy not only helped him produce more conscious work, but it also motivated him to learn the material. It is expected that if John was only doing part of the assignment, that he fully understood the objective. His way to prove that he learned

the objective was to complete the entire assignment correct. Each time John was provided a modified assignment, he succeeded in that expectation.

5. A critique of the intervention and your practice. What did you do well? What would you change next time? If the intervention wasn't effective, to what do you attribute that?

Positive feedback, cueing and the one-on-one conversations that I had with John were vital to the success that John exhibited. From the positive feedback, I was able to create a more positive learning environment for John and redirect his “power-struggling” personality into a more productive manner. The positive feedback also motivated John to not only behave, but also succeed academically. Therefore, the positive feedback assisted in meeting both the academic and behavior goals. The cueing strategies that I used also provided John those immediate “reminders” on acceptable and unacceptable behaviors. The consistency used with these cues seemed to really catch on, as the semester progressed because the fewer cues were necessary at the semester progressed and they seemed to be more effective than at the beginning of the semester. John began to understand exactly what was acceptable and unacceptable in my classroom. Finally, the one-on-one conversations were very successful! However, this “strategy” was no “strategy” at all in my viewpoint. Rather than documenting and being concerned about analyzing every word that John said, I talked to him like I would any other person. I gave him the respect that he deserved and needed in order to feel accepted. Therefore, the one-on-one “intervention” simply breaks down to the ability to actually care about the success, behavioral or academic, of a child. Once that is established, one-on-one conversations will come naturally.

With all the great strategies used, there are two interventions that I would like to strengthen in the future; namely, cool-off sessions and differentiated lessons. As expressed previously, the cool-off sessions became a way for John to avoid the class, if he was feeling

unmotivated. He quickly found out how poorly he had to behave to receive a cool-off session. In the future, I plan to monitor these sessions much more intently. For example, instead of giving a child time to simply “cool-off” and to come back when they feel like they have focused enough of their attention, I will time these sessions. I will provide two different timers, one for myself and one for the student. The student will have exactly 5-10 minutes, depending on the severity of the situation, to monitor their behavior and/or emotions. At the end of the session, I will continue to provide the one-on-one conference, in order to give the child the opportunity to express any unresolved frustrations. By timing these sessions, it will enable me to be consistent and enforce the expectation that this is a way for students to refocus their attention, in order to join the class in a more composed manner, versus a way to get out of class. It can be assumed that the strategy would have been much more successful if it were conducted in this manner with John.

The final strategy that needs to be strengthened in the future would be the differentiation strategies used. In this case, the differentiation truly helped to motivate John academically. Therefore, the differentiation should not be classified as “unsuccessful” for this particular case study. However, the differentiation strategies used helped only John. Therefore, when looking at the overall successfulness of the teaching strategy, when projected to the entire classroom, was unsuccessful. “A differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas and developing products so that each student can learn effectively.” (Tomlinson, p. 1) Since these differentiation strategies were only applied to John, he was the only student that benefited. In the future, I plan to continue to expand my knowledge of differentiated instruction to my entire classroom.

6. A discussion of your professional "stance" at the end of the intervention. What aspects of your stance did you work on to increase your effectiveness with this student? What do you notice has changed in your attitudes/thoughts/attributes/behavior as you've focused on effective socialization with this student?

Unfortunately, educators hear disheartening comments when referring to students who are challenging. Such comments include "You can't save everyone," or "That's just the way the child is... you won't change him." But too often these comments short change a child, and do not give them the opportunity they deserve to be educated and/or socialized, as everyone should. Instead of throwing up one's hands and "accepting" the fact that nothing can be done, it is much more difficult for teachers to realize that they do have the power and the responsibility to help these students become more effective students, socializers and even future citizens of society.

Upon working with John, and other students throughout this semester, I have gained the confidence to understand that something can be done with these challenging students, but it takes a dedicated, patient and positive person to make the difference. Not all students will be receptive to the strategies or interventions used, but the important part in socializing any student is to keep trying to find any strategy that works for that student. It is my personal goal to do everything in my power to "figure out" what makes each student work and what motivates them.

This personal goal helped me change my entire perspective of John and many other students this semester. Instead of continuing the same strategies that I use with all my other students, I now seek to use an aptitude of strategies to determine what strategies work best for each individual student. Just like academics are not a one-size fits all, behavior and social needs are definitely not the same for every student, therefore our strategies must change for each student, in order to socialize students from where they are at, and what their challenges are. This is a responsibility of an effective educator!

Appendix A

Date of Incident	Teacher Narrative	Result
9/8/10	Student disrupts the class talking out consistently, laughing inappropriately, very rowdy and loud. He displays a “don’t care attitude” and gets peers off task. Very rude and disrespectful towards peers.	Conference with student and in-school suspension for a partial day. Parent was contacted on 9/13/10.
9/14/10	Student was defiant and disrespectful; will not follow class/school rules. Disturbs others; leaves class without permission.	Conference with student and in-school suspension for two days.
9/22/10	Student would not settle down in class and continued talking after teacher asked him many times. He was also walking around the classroom. He would not leave the class when the teacher asked him to.	Conference with student and in-school suspension for three days. He was told that the next referral would result in out-of-school suspension.
9/24/10	Talking. Not following instructions disrupting class. Ignored warnings and continued to talk. ISS is not working.	Conference with student and parent was contacted on 9/27/10.
9/28/10	Student is constantly disruptive and is disrespectful towards adults.	Student was assigned out-of-school suspension for three days, and sent to Academic Support Center (ASC). (Note: ASC is a location that students attend so that they are still counted present as long as they attend ASC. If they are absent from ASC, they are considered “suspended.”)
10/6/10	Student was being very disruptive, talking excessively, making loud sounds and refusing to do his work.	Conference with student and assigned one day of in-school suspension.
10/20/10	Bus Referral: Continues to be loud and will not settle down. Student returned to school with parent.	In-school suspension for five days. The next similar referral will be out-of-school suspension for five days.
10/25/10	Not following rules in ISS (in-	Out-of-School Suspension for four

	school suspension); consistently being disruptive even after 3 parent/student conferences.	days.
11/4/10	Student was directed to get on task, he refused and walked out of the room without consent.	In-School Suspension for one day.
11/12/10	(This is the FIRST time that I saw defiance in John Doe. This is a referral that I sent to the office) Student was told several times to get in a single file line and to walk with the class. He refused even after he was told he would be written up. (Students are expected to walk to electives in a single file line, with the class)	In-School Suspension for one day.
11/17/10	Continuous disruptive behavior; continued to talk and not follow instructions after being given an additional day of in-school suspension. Refused to correct work as directed by a teacher.	Out-of-school suspension for three days.
11/23/10	Student exhibited undesirable behaviors; out of his seat, talking loudly, ongoing loud talking and entertaining with the class. Refused to follow teacher's directions.	In-School Suspension for two days.
12/3/10	Student told the teacher to "shut the **** up." Student touched the teacher after the verbal attack; Slammed a pencil down and it bounced up and hit the teacher.	Out-of-school suspension for five days.
1/25/11	Student was shooting a rubberband that hit the teacher. When corrected by the teacher student walked away and was disrespectful.	In-school suspension for one day.
1/26/11	Student was throwing paper at a peer. Student was disrespectful and defiant.	In-school suspension for two days.
2/7/11	Continuous disruptive behavior in	Student written warning.

	class. Written warning given.	
2/8/11	Continued disruptive behavior and disrespect.	In-school suspension for two partial days. (If there is a repeated problem with a student in one class, the office will occasionally assign ISS for that class only.)
2/8/11	Very disruptive and disrespectful during class.	In-school suspension for three days. The next incident of disruptive behavior will result in out-of-school suspension.
2/10/11	Student wouldn't follow rules of ISS. Student didn't complete assigned ISS time; continued talking and disruption.	Out-of-school suspension for two days.
2/15/11	Student joked (laughed) at inappropriate comments made to a peer. (This incident was something that occurred in my class that I was unaware of. However, a mother of a female student sent me an e-mail noting that three gentlemen in my class were sexually harassing her. All three were assigned ISS)	In-school suspension for one day.