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EDUC 517 001

CASE STUDY:

RESPONDING TO CHALLENGING BEHAVIOR

Philosophy of Classroom Management

- Classroom management should be in place long before the students arrive in the classroom. The teacher should know what the expectations of the students are as well as know how to communicate the expectations of the teacher to the students.
- My management is based on Positive Behavior Support (PBS). My classroom will be set up in the way that students will be able to see the use of PBS in all aspects of the classroom.
- I believe that a classroom is a community. The community includes the teacher, the students, the materials as well as the visitors that come into the room. All community members are informed from the first day the expectations that are required for the classroom.
- Students are more likely to take responsibility in the classroom when they are given a voice in the management of the room. From the first day my students and I will discuss the expectations for the classroom. The students will take ownership in the making of the expectations in order for them to feel responsible for their actions.



Classroom Community

What is a classroom community?

- A positive classroom community is a very important concept for me. I believe that the students and the teacher should take ownership in the classroom.
- A community is created when the students and the teacher work together to come up with the expectations in the classroom. I believe that when the students come up with the expectations they feel that they are in charge of their own behavior.
- A classroom community is where my students feel safe to talk to their classmates and feel comfortable in the classroom.
- A community is where my students will want to come, where they will feel accepted and will want to share and want to hear their classmates.
- Building a classroom community in the first week is very important and a vital part of the building responsibility in your students.



Classroom Community

How would this look in your classroom?

- When my students enter the classroom, I want them to know that this is their classroom, they need to take responsibility in this room from the first day.
- The first week of school my students and I will discuss what is expected for school. I want my students to let me know what they think is expected, so that I will get to know my students.
- My students and I will come up with the expectations from the beginning of the school year. Students will feel more responsible for their behavior when they came up with the expectations.
- Sharing in the classroom is very important. I will have a time at least 2 times a week when we would talk about a feeling. I believe that when you start this in the younger grades, the students will be more likely to share how they feel when they grow older.
- Morning meeting will build on classroom community and allow the students to build the community together.



Profile of Student

Student Profile: Lucy*

General demographic

Age: 6 years

Grade: Kindergarten

Race: White

Gender: Female

Retention: No

*Pseudonym



Student's Strengths and Needs

Learning styles

- The student is a very strong student in the class.
- She is an above average student in all subjects in our class.
- Lucy is a very strong personality, but does not always work cooperatively with others.

Likes

- Lucy is very passionate about cats.
- Everything in the classroom that Lucy does involves cats, or she finds a way to incorporate cats into the school day.

Dislikes

- Lucy dislikes completing differentiated work in the classroom.
- Lucy wants to know what everyone is doing in the class and dislikes when she has different work compared to everyone else.



Data Collection

Data Collectors:

- Cooperating Teacher
- Student Teacher
- Teacher Assistant

What tool did you use to collect data?

- Event Frequency Observation

What were your findings?

- Lucy gets very frustrated in the classroom when she cannot participate.
- She calls out and does not raise her hand.
- If she is not participating in the class, she becomes off task and does not sit flat. She rocks in her chair and moves around if she is not engaged.
- Lucy needs to be responsible for her behavior.



Behavior Intervention Plan

What is your intervention plan?

- The student will have a behavior plan that they will check after each lesson.
- The behavior plan will be divided into blocks for smiley faces.
- One smiley face for sitting flat and one smiley face for not calling out.

How will you implement it? Who is responsible for it?

- The student and the ST or TA will reflect after each lesson and talk about the behaviors.
- At the beginning of the school day the student will have a goal of a number of smiley faces and if the goal is reached she will receive a sticker for the behavior plan and then a sticker for herself.
- When the student is finished with her work, then she will be able to work with her books on Cats and her research project on Cats.



Student Progress

How did you monitor your student's progress?

- Lucy's progress was monitored with the results from each day's behavior plan.
- It was noticed that Lucy was more cooperative when she was in charge of her plan.

What were the results of the intervention?

- Lucy started to control her behavior, she was more conscious of her yelling out in the classroom and sitting flat on the carpet or in her chair.

Where would you go from here?

- Continue the behavior plan with Lucy, but continue to increase the goal each day, until eventually Lucy will take care of her own behavior.
- Keep positively reinforcing Lucy in the classroom as well as consistent communication with her parents.



Technology

Website: <http://www.education.com/reference/article/impulsive-behavior-children/>

- This article helped me think about Lucy as an impulsive student, but also gave me strategies to talk to Lucy about finding alternative ways to express herself. I noticed that when she gets very excited she is impulsive, but I do not want her impulsive behavior to effect her learning. This website also gave me the idea to talk to her parents about her behavior. The communication that we have had with the parents has been very beneficial and we are all working together as a team to help Lucy with her behavior. The article was just an all round great resource to use in the project and the strategies for improvement with her behavior.

Website: <http://kids.cfa.org/>

- Since Lucy has a cat research project as a reward for good behavior in the classroom, I needed her to be able to use technology on the project. Going on the website is a reward and Lucy knows that she needs permission from a teacher before starting. The website is very kid friendly and Lucy has gained a lot of knowledge from the website.



Reflection

What did you learn from this experience?

- This experience has given me an inside look at a specific child's behavior in my classroom. From the research and the background knowledge I have gained, I can look at Lucy's behavior and understand her ways in the classroom. After the implementation of the behavior plan there has been a positive change in our classroom with her behavior, but also with the other students taking responsibility for their behavior as well.

How will this experience inform your future practice as an educator?

- This experience has helped me to study one child's behavior, but think about how I will be studying all my students behavior from the beginning of the school year. I now know where to find resources as well as the correct way to document behavior in order to have a positive plan for a child. The project made me look at behavior and how I can help my student's succeed in the classroom.

