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## **Problem Identification**

The student I will be focusing on I will call Rose for confidentiality purposes.

Rose is a very active seven-year old in my first-grade class. She often has loud classroom behavior and is constantly seeking attention from her classmates, as well as any adult that may enter the room or her immediate area. Rose is also loud in the restrooms and hallways. She talks, laughs, yells, and sings with no hesitation as to whom she may disturb. Rose has been known to use sexual language in the restroom in front of the other students. She often worries about what others are doing or not doing and is often domineering and gives instructions that she herself does not follow. She has been retained previously and yet is still not on level; this is mostly due to the fact that she does not participate in daily activities in class. For example, she chooses to constantly play in her desk or fiddle with something. Many examples include: working on different tasks instead of the task at hand, playing with lip gloss, leaning across her desk/work area to converse with other students, counting "Super Tickets", spinning her head/hair around, cleaning out her desk with out permission, getting out of her seat with out permission, incessantly playing with bandages on her arm, rushing to be first in line, forgetful with needed items/work, lagging/falling behind when lining up, making loud noises to have children look at her, etc. She is often off task and is easily distracted. She moves about

the classroom with out permission and distracts others. It seems that when the entire class is on task she wants to divert their focus and attention to her.

Rose's behavior is recorded on her daily homework so that her parents can keep track of how she performed in school that day. If she has a good day she is allowed to complete her job as the "eraser collector". She seems to enjoy this and takes pride in being able to help with the classroom. She is also rewarded with a good citizen movie each Friday if she has been on task, non-disruptive, and following the rules for at least three out of five days during the week.

Some interventions and rewards that have been implemented include going to centers, weekly movies, and sitting alone. These have been effective in helping her to be more aware of behaviors that include raising her hand, waiting her turn, staying on task, etc., but not to the extent that is needed to bring her to the academic level she should be at for her age. I was effective in my professional stance when it came to using a "consistent projection of positive expectations, attributions, and social labels... (to build) positive self-concepts" (Brophy, 1996. p. 20). I say what I mean, and I mean what I say. I follow through with consequences and demand respect and appropriate behaviors and motivation when it comes to improving academics. I still needed a way to view the behavior as the problem and not the child as problematic. My main objective was to help Rose become better equipped with techniques to help control her behaviors, as well as improving my approaches in order to become a more effective teacher.

My professional stance with Rose has included many different interventions to try to assist her in staying on task. Brophy (1996) suggests, "children depend on adults for concepts to use in making sense of their experience and for guidance about how to

respond to it” (p. 14). He suggests that limits must be established and that explanations should be given as to why certain behaviors and rules are implemented. If she is included in the process of changing her behavior she will be more likely to take ownership for her actions. It is important to show children what is expected as well as to give reasons as to why certain things are appropriate or inappropriate. Modifying these behaviors is what we have been focusing on with her interventions. Some situations that cause me to shift from a helpful stance into one that is not is when Rose is given some freedom and she abuses it. One example includes an instance when she displayed positive behavior and change and was allowed to participate in a classroom celebration of a quiet-movie reward time. She was extremely loud, disruptive and in constant motion during this quiet time. After two reminders she had to be sent back to her seat in order to maintain classroom control and safety for the other children. I believe that by allowing Rose to monitor her own behavior some of the stress I endure in offering her verbal suggestions will be reduced. Using a self-monitoring sheet that I do not have to immediately review will relieve some of my stress that includes being short with her and other students. It also allows more of my attention to be directed towards the other students. She will also be able to learn self-monitoring skills that will be able to be used in other situations where she may find herself out-of-control.

## **Understanding the Problem**

Rose’s target behavior that was focused on was off-task/disruptive behavior during morning reading instructional time. This seems to be one of the most difficult times for her, as this is the time of day when she displays the most amounts of disruptive

behaviors. According to Brophy (1996), she displays a number of characteristics of a hyperactive student, including the fact that she will often “squirm, wiggle, jiggle... (is) easily excitable, blurt(s) out answers and comments, (is) often out of (her) seat, bother(s) others with noises and movements” (p. 259).

The informal and systematic methods used to collect data included keeping a record of behaviors each hour throughout the day. Also she kept track of her behavior from 8:30 a.m. -10:30 a.m. using the Self Recording Form---*Behavior from BEST Practices: Behavioral and Educational Strategies for Teachers* (1996, p.119). If she rated herself, I felt she would be more aware of her behaviors than if I kept track of and rated her behaviors. Also, she is the type of student that enjoys having responsibility and control. If she earns fifteen or more points for the morning activity she will receive a sticker for her chart for that day. When she has collected three stickers, she will be allowed to choose a small prize or ten super tickets. The goal is after two weeks of implementation Rose will enough to be required to increase from fifteen points during reading instruction to twenty in order to receive the sticker.

In addition to this behavior monitoring, Rose used the whole class behavior tracking based on four colors, green, yellow, red, and blue. Green represents great and that a child has been on task. After two reminders, the child is required to move their name from green to yellow, yellow means acceptable behavior. If another two reminders are needed the child will continue to move their name from yellow to red, which is unacceptable, and then from red to blue, which is very unacceptable. If a child changes their behavior from disruptive to on task before lunch they are able to move their name back one color. For instance, if they are on red, but have started to behave in a more

appropriate way, they will be allowed to move their name to yellow. If a child is on red they miss half of their recess. If they are on blue they owe all of their recess. While missing their recess they spend time working inside with another teacher and other punished children, or standing on the schoolyard watching other children enjoy recess. The same procedure holds true for the afternoon. If a child ends the day on red, they will owe half of their recess the next day, or all of recess for blue. At the end of each day, I recorded the color on Rose's homework so that her parents would know how she behaved in school. The goal with this is to improve from six days earning green or yellow out of twelve days, to earning green or yellow nine out of twelve days over the course of twelve school days.

## **Plan Development and Implementation**

A meeting for a Behavior Intervention Plan (BIP) was organized with the Head of School Culture, Rose's parents, and myself. From this meeting we were able to ascertain that Rose displays the problematic behavior of being off-task and disruptive at home as well as at school. Both interventions were reviewed and it was agreed that Rose enjoys positive feedback and attention, and that these techniques for monitoring her behavior would be effective for the classroom setting as well as easily implemented and addressed at home. Because of her particular problems and problem behaviors, the combination of a more immediate response to behavior intervention along with an all day evaluation made sense to use with Rose.

## **Plan Evaluation**

The data reveals that with the Self-Recording Form, Rose earned her daily goal of fifteen points out of twenty-five points eight out of ten days (see Self-Recording Form attachment pages). It was amazing how much positive change I noticed with Rose's behavior before, during, and after the first day of using the behavior monitoring sheet. Although she did still blurt out answers and fiddle with things in her desk, I noticed that she would stop herself midway through an interruption, or would not interrupt at all the next time she wanted to talk; she made sure to raise her hand. She also seemed to continue with some of the regulating behaviors, such as not getting up without permission throughout the day.

The data from the end of the day behavior reveals that initially, out of twelve school days, Rose earned three blue days, two red days, and six yellow days, and one green day, six "good" days and six "bad" days. After twelve days of additional recording, Rose again earned six "good" days and six "bad" days. Hopefully over time and when the Self-Recording Form is implemented in other areas, her "good" days will increase to nine out of twelve days with appropriate behavior.

I believe that the Self-Recording Form intervention has been effective. Rose has become more aware of what is expected of her. This is evident due to the fact that her problematic behaviors during the instructional reading block have decreased. She has implemented small changes such as, raising her hand more as well as completing tasks, and participating more all while remaining focused for longer periods of time. I think because the problem behaviors have been identified and focused on, as well as allowing her to have more responsibility with the implementation, the positive outcomes should continue. I also noticed that the daylong classroom wide intervention seems to have too

long of a time span before a reward is given. Based on that, I agree that having a more immediate reward may be necessary for the classroom-wide intervention to increase on-task and positive behavior.

The Self-Recording Form seems to be working well. Rose enjoys receiving the reward. This is indicated by the fact that she is not displaying as many inappropriate behaviors during the reading block time. Rose having an immediate reward sticker followed by ten “Super Tickets” after three stickers works well for her. Since the implementation of the Self-Recording Form she needs fewer reminders during our reading time to remain seated and on task. She also enjoys the positive feedback including verbal praise, stickers and “Super Tickets”, and recess.

The goal for the Self-Recording Form Rose will now move from fifteen points during the daily reading block to twenty. Rose has become more conscientious of what she needs to do during this time, which is evident in the fact that she achieves her daily goal of fifteen points most days. Ideally she will continue to show improvement and after two weeks she will be able to increase to twenty-five points earned during the reading block time. Once this goal is achieved, we will move on to adding a Self-Recording Form for the math block.

The class wide daily behavior intervention has shown some improvements in Rose’s behaviors, but definitely needs to continue increasing because her behaviors are still causing problems within the classroom. Currently Rose is rewarded for green and yellow days. Hopefully as time passes and the Self-Recording Form for the reading block continues to show improvement and is then implemented for the math block.

Ideally, Rose will be able to increase her green and yellow days and eventually increasing her total green days earned to nine out of twelve days.

Some problems that were encountered initially in these interventions included Rose's understanding of how to evaluate her behavior. She struggled to differentiate between whether or not she should receive a one, which is poor, instead of a five, which is excellent for a minor infraction. Over time this was not an issue and she has realized that if she needs one or two reminders during the reading block that she should probably give herself a three, for acceptable, and not a one or a five.

Another problem that occurred is the amount of time that was dedicated to this intervention. Each day Rose has to retrieve the form from me at the beginning of the reading block. At the end of the reading block she has to have a small conference with me as well. This takes away instructional time from the other students, yet overall her disruptions have decreased, so in the end less time is wasted. According to *BEST Practices*, "a well-designed contract is like a good investment. Most sound financial investments take initial start-up capital in order to return greater dividends later. Similarly, a well-designed contract will initially take a little more time than simply doing nothing with the student. However, the dividends are much greater in improving the student's academic motivation, improved communication through negotiating the contract, and focusing teacher attention on student performance" (p. 70-71). This has become evident in the fact that I am spending less time disciplining her during class and I hope that eventually, as the target behavior decreases and is eventually extinguished, we will no longer have to meet daily but meet weekly/monthly goals instead.



## **Professional Stance**

I have put forth a great deal of effort to help this child to succeed. She has made improvements and her parents, as well as the school, are more involved in the processes that are being implemented in order to help her become more successful in the classroom and at home. Her grandmother is making a greater effort to send notes and ask questions. She has also showed up unexpectedly to have a quick conference before school to discuss Rose's progress and behavior.

I would recommend these interventions to my colleagues because of two main reasons. The first reason is that more times than not, the overall-classroom-behavior intervention and monitoring system works quite well for most students. It also requires little distraction from teaching and the students are required to move their names from one color level to the next. Similarly with the Self-Recording Form the student is able to use the slip as a reminder on their desk. They are ultimately responsible for evaluating their behavior during the designated time as well. It makes them take responsibility for their actions and reactions, while decreasing distractions and stress for the classroom and teacher.

When it comes to evaluating my professional stance, I have attempted to separate the behavior from the child throughout these interventions. I feel that I have made very little progress where this is concerned. I attribute this to my belief that at a certain point your behavior is part of who you are. It becomes your personality and determines how others view you and how you are perceived. I realize that Rose is only seven years old and that her personality is still developing and changing as she receives input from her environment and those around her. I feel that although becoming better at separating the

behavior from the child was my main objective, I still have a long way to go in doing this. I can say that noticing some changes in her overall behavior has helped me to see a light at the end of the tunnel. Perhaps with a continuation of the interventions, her behaviors will continue to improve and with her improved behavior I will be able to see more vividly that it was the behavior that caused the problems and not the child. Until that point, I will continue to work with her to improve her behaviors and decrease the target behavior, as well as assess my attitude and myself.

I definitely feel that having a difficult time separating the behavior and the child caused me to shift from an effective stance to one that was not. It becomes very frustrating to know that I am putting forth a great deal of effort into the success of a child, yet the child may or may not be interested in giving the same amount of effort each day. I know that Rose is capable of self-control and success. I have seen the benefits that have come in just a short amount of time. I hope that this success continues and that she becomes better equipped with the skills that she needs to be successful. I also worry what will happen to her when she moves on to the next grade. Will the skills that we have worked so hard on remain, or will she revert back to her “old self” and the problem behaviors that caused her to be retained? Will her next teacher be as concerned in her becoming a successful student? Will her parents continue to be as supportive as well? Only time will tell; however, I will continue doing the best I can to encourage her to improve her behavior.

## References

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