

Education 517 Case Study

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OBSERVING & ANALYZING CHALLENGING BEHAVIORS IN THE CLASSROOM



PHILOSOPHY OF CLASSROOM MANAGEMENT



- ✘ By establishing expectations from day one you set the climate and community standards for the rest of the year.
- ✘ I believe in having the students take part in creating classroom rules so they are held accountable to following the rules they have put into place (see photo on next slide).
- ✘ At our school we follow the PBS (Positive Behavior Support) system highlighting the students who do the right thing, rather than those who act out. By following this plan we redirect those students to follow the classroom expectations.
- ✘ Setting a routine prevents misbehaviors from occurring and provides the structure needed by most students.

STUDENTS TAKE PART IN CREATING CLASSROOM RULES



CLASSROOM COMMUNITY

- ✘ I believe in fostering true friendships.
- ✘ I want students to collaborate and exchange ideas.
- ✘ I want to create an environment where students feel comfortable participating and sharing their ideas with their peers.
- ✘ I want the children to see and identify themselves in the classroom whether it's through books from authors of their home country or pictures of themselves in the classroom (see photo on next slide).

CHILDREN REFLECTED IN THE CLASSROOM



STUDENT PROFILE



- ✘ Age: 10 years old
- ✘ Grade: 4th
- ✘ Race: African American
- ✘ Siblings: younger brother and older sister.
- ✘ Michael has been at the same school, in the Dual Language program, since kindergarten.
- ✘ He is a strong athlete who enjoys playing football.

STUDENT'S STRENGTHS AND NEEDS



- ✘ Michael is a brilliant child who struggles with maintaining focus.
- ✘ He struggles with retaining attention for more than 5 minutes.
- ✘ He distracts others by creating bursting scenes such as explosions in the middle of the carpet and loud noises.
- ✘ He is an auditory learner
- ✘ He does not perform to his highest potential because of his inability to stay focused.
- ✘ He needs an established routine and structure in order to prevent constant outbursts.
- ✘ He enjoys being active and playing sports, such as football.

DATA COLLECTION

- ✘ A team of school staff members worked collectively to record Michael's behavior. That team included:
 - + Myself
 - + Teachers from both Dual Language classrooms
 - + School Psychologist
 - + School Counselor
 - + Principle Intern
- ✘ I recorded data on post-it notes, as I found that to be the easiest method to access while I was teaching.
- ✘ As a team we concluded that Michael is unable to maintain focus for long periods of times which is affecting his ability to perform in the classroom.

BEHAVIORAL INTERVENTION PLAN



- ✘ As a team we have implemented numerous tasks that would prevent him from getting easily distracted such as:
 - + The use of stress balls
 - + Rubber bands on his wrist
 - + Having him sit in a chair rather than on the carpet
 - + Pulling him aside and reminding him of the expectations
 - + Giving him warnings
 - + Asking him to put his hand on his shoulder if he needs to step out of the classroom to walk down the hallway
 - + Asking our teacher assistant to take him out to the track to run a lap
 - + Many more!
- ✘ I work with him one-on-one during learning lab where we practice reading comprehension texts to prepare him for the EOG. I use a sticker reward system with him during this time. For the most part I have seen a huge improvement during this 30 minutes time period.

STUDENT PROGRESS



- ✘ Michael has reached several peaks and valleys when it comes to his behavior and possible ADHD. He has not been officially diagnosed. However, from all the data our team has collected we strongly believe he may have this disorder
- ✘ It has been extremely challenging to get in contact with his mother which has made it difficult for us to work collaboratively to help Michael progress. His mom has taken him to see his MD. However, she refuses to put him on medication. Our team has suggested alternatives such as behavioral therapy in order to help him deal with his behavioral outbursts.
- ✘ After all our data collection and observations, Michael has been approved to be put on an IEP plan.

TECHNOLOGY

- ✘ I used the following websites to research possible strategies to help Michael succeed in the classroom.
- ✘ <http://www.webmd.com/add-adhd/guide/adhd-behavioral-techniques>
- ✘ <http://www.coe.wayne.edu/wholeschooling/WS/WSPress/CommBldgMH.pdf>

REFLECTION



- ✘ Having invested so much time and effort with Michael has allowed us to develop a special bond. I know he is aware of how much I care about him and that has made him especially sensitive to pleasing me and the directions I give him. Whenever I say something to him to redirect him he takes it more personally than if it comes from someone else.
- ✘ I feel that he is unaware of his outbursts which makes it extremely challenging to correct his behavior. At one point he started to develop a sense of resentment towards his teachers because he does not understand why he is the one to always be called out.

REFLECTION CONT.



- ✘ At times, he purposefully acts out when being praised for his good behavior. I believe he does this because he is comfortable and use to being the one to be redirected. For example, I will say “Michael I like the way your are quietly walking down the hallway.” Immediately he will shift to acting out by running into the wall or talking.
- ✘ Michael has a big heart and there is no doubt in my mind that he is brilliant. Unfortunately, because he is unable to remain focused he is not performing to his highest potential. I believe he has the ability to be extremely successful with the proper guidance and assistance.