

**"You Can't Make Me"
ABC Final Project**

Problem Identification

Problem Description

For this project, I have decided to work with Kevin, who is a seventh grade student in my third hour choir class. Kevin joined my choir in the second quarter of sixth grade and has stayed in my class throughout this year of seventh grade. Kevin exhibits issues with underachievement, motivation, and defiance. The Brophy text states that defiant students, "resist authority and carry on a power struggle with the teacher" and, "they want to have their way and not be told what to do". They often are loud and obnoxious, laugh at others, respond with an attitude or short phrases such as, "I don't care", argue and engage in power struggles, "look away when being spoken to" and, "deliberately d[o] what the teacher says not to do" (1996, p. 227). Students with high underachievement are often, "indifferent to school", "do minimum amounts of work", and are, "poorly motivated" (1996, p. 136).

In class, Kevin's participation is very low. He generally does not like to participate or pay attention. Rather than participate, he will sit and talk to himself, play with papers, music, books, agenda, pencils, etc, talk to other students, blurt out random comments in class while we are rehearsing, laugh at other students while they are participating. When I ask him to join us, he rarely obliges. Many times when he is asked to join, he starts arguing about why he should, how I cannot make him, or why he does not want to. Other times, he will completely ignore my direction and continue not participating or distracting other students. There have been many instances that his distracting and defiant behavior has been so severe that he has to be removed from the classroom. Sometimes he goes willingly, slamming the door behind him, other times he will take his time walking out the door just to distract the class further, and there have been a few times that I have to raise my voice or call for assistance to help remove him.

Kevin has also been known to be acting completely normal and then lash out quite aggressively without warning. One instance involved him not participating while we were sight-reading and I nudged his chair in order to get his attention so as not to disturb the entire class. He

stood up, started yelling at me and arguing that I was trying to push him out of his chair so he would hit his head and crack his head open. I tried to explain to him that I was just trying to get his attention and that his chair did not even leave the ground. He started yelling again and I told him that he needed to calm down in the hallway. He flung the door open and started yelling at me from the hallway. I told him he needed to sit down and stop yelling or go to the office. He started yelling again about how I'm not his mother and I cannot tell him what to do. Then, the teacher next door and the teacher from across the hallway came out and started getting angry at him for disturbing their classrooms, which he does often when he is sent in the hall. She attempted to send him to the office while I called the office to let them know what was happening. Our vice principal had to come and help escort him to the office.

It has truly been difficult to assess the problem and find viable solutions. There have not seemed to be many patterns between his participation and lack of participation. There has never come a day that he was not behaving inappropriately in some way. It has not mattered who he sits next, what activity we are engaged in, what instructional format we are partaking in, etc. It is also not a matter of him not understanding the material because Kevin possess a great deal of academic strengths and he is one of the most talented music students that I have. He rarely pays attention and participates, but he still scores the highest on our tests and he is an excellent singer and sight-reader. Lastly, he almost always has a smile on his face, even on the worst day. Sometimes this is a genuine smile because he has had a good day, but sometimes he seems to be a sarcastic and defensive smile as if he is hiding something. Either smile and motive still leads to misbehavior. He is also a very funny and likable kid when he is paying attention and participating and students seem to like him. However, they definitely get just as upset with him as I do when he is not participating.

Another important factor to note is that his behavior is incredibly dependent on what circumstances he came from at home that day. He comes from a very broken and poor family. His father has been absent in his life until recently when he had to take custody of his son while his mother went to jail and rehab for substance abuse. His mother is very unstable and currently in

rehab and his father still acts as though he is absent, even though he is his caretaker now. He is a parent who is not contactable, so any attempt to solve behavioral issues has been ignored.

Pre-Intervention Stance

I become very frustrated when working with challenging students like Kevin. My current professional stance when dealing challenging students has been extremely ineffective because I do not have a very good process for dealing with behavioral issues. Currently, if there is only one or two challenging students who are disrupting the class, I ask them to leave the classroom and have a seat outside in the hallway. I do this because I do not want those students to affect the rest of the class. Often times this step is taken after several attempts to get the students to stop their negative behavior and begin to participate. These attempts often escalate to arguments and students enter the hall in a very negative and attention-drawing manner. With severe issues I find it very difficult to not engage in a power struggle because I want so badly for them to accept their behavior and change it. When there is a large number of students being defiant, I get upset. They start arguing with each other, then the other students in the class start yelling at them to stop and get to work, and then I have to figure out how to calm everyone down, including myself. I get very frustrated and I raise my tone of voice and I say things in a condescending tone which only further escalates the issue.

As a teacher, I have a lot of good attributes, but when working with challenging students, I become so distracted by negative behavior that I forget how to put these attributes into action and therefore, resort to old school ineffective techniques. Brophy states that effective teachers possess a number of positive attributes that help to resocialize students. Below is a list of pros and cons that I exhibit as a teacher in relation to Kevin:

Social Attractiveness: I am generally a very cheerful and positive person and I get along with almost anyone. Kevin seems to like me as a person even though we often have difficulties in class. ***Ego Strength:*** I am a very confident person, but with the severity of behavioral cases that I have had this year, I have been second-guessing myself. This results in an inability to stay calm in many situations, leading to defensive attitudes and reactions. ***Realistic Perceptions:*** Because Kevin

behaves inappropriately on a daily basis, I have found myself expecting him to behave in this way. I am not sure if sometimes this makes me lose my patience more easily because I decided before he walked in the door that he was going to have a problem.

Enjoyment: I will be brutally honest in saying that I have not enjoyed my job as much as I did in my first year of teaching. The strain of the year has put a lot of stress on me and it has affected how I deal with individual students. **Clarity of Roles:** I have very clear expectations for what is acceptable and that is why we have had so many issues this year. I do not feel that my expectations are too high, because I know that they can be achieved by him, but I do believe I need to work at incremental levels to get him to a position where he can successfully reach them consistently.

Patience and Determination: I have been very determined this year and I have stuck to my guns with behavior expectations. I sometimes think that I am too determined and it often causes backlash. I do believe I need to be much more patient with him and realize that he is not going to instantly change into a perfect student.

Acceptance of Individual, not Behavior: I do my very best to remind Kevin that I am disappointed in his behavior and choices and my disapproval is not of them as a person. I do not think that this has sunk in with him quite yet. **Firm, but Flexible:** I would say that I have been very firm with Kevin, but not always flexible. I believe that I should be a little more understanding of his background and how significant a role that plays on his behavior so that I can be more flexible with expectations when he is having a bad day. **Modeling:** I do not believe that I have been a good model because I engage in power struggles with Kevin. If I do not want him to argue and behave in this manner then I need to also not behave in this manner. By acting in this way, I show him that it is acceptable. **Positive Projections:** I believe whole-heartedly that Kevin means well but has unfortunately been dealt some very bad life cards that affect his success. I have so much faith that he has the ability to be successful and constantly remind him of this.

By moving into an effective stance in each of the above categories, I hope to be able to develop skills that will help teach my students personal responsibility while working with them in a warm but firm manner. I want to learn to help students understand why they have to act in a certain

way and see the value of appropriately participating in class. Choir is not like other classes because your performance affects many other people including the 84 other students who are in the choir with you, the teacher, the school's reputation, and the community's reputation. It is much bigger than one person and I have failed to teach them this because I have am not always able to stay in an effective stance with challenging students.

Understanding the Problem

Data Collection

In order to more fully understand the problem at hand, I decided to collect data using a modified "Frequency of Behavior" chart. I charted the behavior between Kevin and another student called "Zach". Data collection took place for three days and during this time, I charted if he participated during the four main class activities that happen daily. When he was not participating, I charted what he was doing instead. These charts are shown in the behavior charts index at the end of the paper.

Data Analysis

Warm-Ups: Vocal warm-ups require students to stand up, sing non-sense syllables to warm up their voices, and use their body to do movements that relate to the vocal warm-ups. Sometimes warm-ups include movements that are designed to warm-up the body only. Kevin was unable to successfully participate in the vocal warm-ups on all three days. On the first day, he was scribbling and drawing on his planner and ignoring my requests to join us. On the second day, he was trying to talk to his neighbour or to me in the middle of the activity. On the third day, he just say in his chair talking to himself and complaining about something.

Sight-Reading: Students work together in pairs to practice sight-reading a small musical excerpt. They practice the rhythm and then the pitch in pairs and then we sing the selections together as a class after they have had a few minutes to practice. This was the only activity that Kevin successful completed on the first day of data collection. On the second and third day he was partly participating, but sometimes talking to neighbors and blurting out comments about having to go to the bathroom and not wanting to do the activity. Generally, going to the bathroom and getting

drinks is an activity reserved for passing time and passes are not written during class time, so he knows that those activities are not permitted.

Song Rehearsal: During song rehearsal, the choir reviews two or three songs that we are working on for a future concert. We usually do not work on the entire song, simply small parts of the song at a time, until we are nearing the concert date. On the first day of data collection, Kevin decided he did not want to sing so he sat in his chair slouching and ignoring the rehearsal, sometimes blurting out random comments to others who were participating. On the second day, he decided to sing a little bit during all of the songs, but then he would stop and just sit, slouching in his chair. On the third day, he was sometimes singing, but kept needing to get up and get tissues and hand sanitizer. Students know that they should only get up in between songs or activities, but he often gets up in the middle of the song rehearsal.

Theory Work: During this time we discuss a musical concept and do activities, worksheets, etc., that relate to this concept. On the first day, he was quiet during discussion and then a worksheet was passed out. He put his name on it, but then quit and just sat there. On the second day, I gave them time to work on the worksheet from the day before and he started to do it, but then got distracted by his pencil and eraser. On the third day, we started talking about a new idea related to the concept and then did a mini activity. He e sat in his chair playing with his planner until I came and took it from him. After I took it, he starting rocking his chair around and then finally gave up and sat there doing nothing. During his distracted times, I came to him and asked what was wrong and tried to help with no constructive response from him. Eventually, I needed to tend to helping other students.

Making Connections

During the three day period, the only activity that he successfully completed without any issues was sight-reading on the first day. For all other activities during that period, he either refused to participate, began to participate but then quit, or attempted to distract others by talking, blurting out, arguing, or complaining to me. In addition, no other students in particular seemed to influence his behaviour. I have moved him around the room several times and sometimes he has to sit in an

area completely by himself. No matter who he sits by him, the behaviour does not change. He will either talk to himself, talk to his neighbours, or blurt things out to the entire class whenever he feels the need.

One strategy that helps to improve behavior involves planning more activities that relate to areas in which students find the most success. Unfortunately, we cannot do sight-reading anymore than we already do during the class period, so it is impossible to add more of this activity. The schedule of each class period is pretty much set in stone for what needs to be completed daily in order to meet concert goals. There may be a slight rearrangement of activity order, but there will usually not be a change in what happens or in the amount of time that it takes. While this strategy is useful, I truly do not believe that him paying attention during the sight-reading segment had anything to do with the sight-reading activity itself.

Another strategy that helps to improve behavior is varying instruction format and presentation. Individuals, pairs, small groups, and full instruction formats are varied during each class period, but there seemed to be no link to any of the instruction formats. Students are constantly moving from paired activities, to full choir rehearsal, to individualized practice, etc, and there has been no pattern for which activities he works best with. Our class periods are much like a sports practice. Sometimes the entire team is working together, other times small groups are working together (Soprano/Alto/Tenor split), and sometimes students are in pairs or working alone on a particular practice objective.

After reviewing the data from the three day period, I found that there truly was no constructive pattern for his behavior which helps to understand why it has been so difficult to help him during the last year and a half that he has been my student. His behavior is extremely erratic and there was little pattern to draw upon. He just generally does not prefer to participate and there are underlying issues that have nothing to do with my classroom. I also know he acts in this fashion in all classes, not just mine. So, the intervention plan may help him in other classes over time as well.

Plan Development

Goal of the Intervention

The goal of my intervention was to see if I could get Kevin to participate in class. If I could get him to participate and see the value of participating, then the blurting, arguing, distracting others, wandering around the room, needing to get a drink and go to the bathroom, and playing with materials, etc., may decrease. When Kevin does not fully participate he finds something else to do in order to take up class time and it is often something that distracts others from participating. By the end of the intervention plan, I seek for Kevin to be participating in at least three of the four main class activities every day.

What Participation looks like in Choir

The participation grade in choir is 60% of a student's overall grade. Because of the performance aspect of the class, students must be engaged at all times in order to earn said participation points. Students earn points for being on time and prepared with materials, having a positive attitude, being a positive role model, demonstrating proper vocal technique and posture, talking at appropriate times, following directions and procedures, having a willingness to cooperate with teammates, and being an enthusiastic and contributing member of the class.

Intervention Strategies

In order to seek change and resocialization of the targeted behavior, I have decided to implement the following strategies:

Behaviour Chart with Small Rewards: Kevin will have a weekly behavior chart, much like the Frequency Behavior Chart. The chart will have four categories that reflect the main activities of the class period: warm-ups, sight-reading, song rehearsal, theory. We will both keep track of the chart (two copies). During class we will both record what he is doing during every activity. He will note if he is participating or not and then if he chooses not to participate he is going to write down what he was doing instead (talking, playing with materials, sitting around, scribbling, etc). I will note the same things. At the end of the class he will be responsible for turning in his behavior chart and he

will get it back the next class period. At the end of the week we are going to sit down during his lunch period and discuss our records and see how they compare and contrast.

The first week will be a test week to track what is happening every day (as seen in the Understand the Problem section). For the next week our goal is to get him participating in at least one out of the four activities every single day. It does not have to be the same activity every day, but he should participate fully in at least one of the four. The third week our goal will be to see if he can participate in two out of the four activities every day. The fourth week three out of the four activities. The fifth week, four of the four activities. During the end of the week conference we will analyze what he chose to participate or not participate in every day and why. We will also talk about how he felt while he was participating or not participating.

If he successfully reached his weekly goal, he will be rewarded. Kevin will choose this classroom reward himself, giving him more control and sense of ownership for participating. I have given him a variety of acceptable reward choices, such as listening to one of his favourite songs at the end of one of the week's class periods, playing a musical game at the end of a class period, selecting what songs we will rehearse in class, teaching the class about a concept, etc. Kevin chose to rotate all of the options so that he would be able to have a different reward each week if he reached his goal. I thought that was a brilliant idea because it will keep the reward fresh exciting more so than having the same reward every week.

Effective Praise: this important aspect of the intervention plan is to increase the amount of effective praise with Kevin's participation in order to help reinforce positive behaviour and deter negative behaviour. Whilst giving praise, I will follow the I-Feed-V model as described in Best Practices: **I**mmediately-**F**requently-**E**nthusiasm-**E**ye Contact-**D**escription-**V**ariety (1996, p. 60-61).

Banking Time: this aspect of the intervention plan involves building a stronger teacher-student relationship with Kevin. This will help provide Kevin with a positive and consistent relationship in his life and also show him that his teacher is not out to get him, but merely wants to see him participate, learn, have fun, and generally succeed in the classroom and in life. The process of Banking Time involves the student and teacher taking time throughout the week to sit back and

reflect on class time and get to know each other. Kevin will come in to eat lunch with me every Friday and after we discuss the behaviour chart, we will just talk. This talk can be about school, home, interests, anything that he wants. If he does not feel like talking that is okay. Instead, we can just eat and possibly play a game that he likes. This time is meant to break the ice and build a connection, so the activities apart from discussing the week's behavior are an added bonus.

Strategy Rationale

Behaviour Chart with small rewards: this strategy is appropriate and expected to work because it will help Kevin track what he is supposed to be doing and compare and contrast that with what he is actually doing and why. It will also give him something to work toward, which, in turn, gives him something to be proud of when progress is made. According to Best Practices, "self-recording actually changes behaviour" because, "when we collect data on ourselves, our unconscious pattern of behavior is interrupted and our behavior is temporarily changed" (1996, p. 110). Also, Best Practices discussed that, "self-recording has been used with classroom talk-outs, off-task, and out-of-seat behaviour" and has been successful in increasing positive behavior (1996, p. 113). We will be setting goals for what we would like to be achieving each week and it has been found that, "self-recording can be enhanced if a predetermined goal is posted for the child" (Reavis et al, 1996, p. 112). In addition, "a teacher should implement a program of praise for his reduction"..."and possibly some type of reward contingency" for motivation, which is the purpose of allowing him to select what reward he would like at the end of the week if he is successful in increasing participation (Reavis et al, 1996, p. 113).

Effective Praise: this strategy is promising because it will give Kevin more positive attention. Brophy discusses that, "a lot of kids will take any kind of attention they can get, negative or positive" and I would like to change his perception of attention getting behaviors and show him that he will get more attention when he participates (1996, p. 229). If I ignore the negative behavior and focus on the positive behavior through effective praise, then it will help resocialize his concept of attention. Highly rated teachers in the Brophy text stated that it is best to attempt to overlook, "minor misbehaviors"(1996, p. 235). Best Practices states that, "researchers have found the use of

teacher praise and attention to be helpful in improving on-task time...while also reducing behavioral disruptions" (1996, p. 59-60).

Banking Time: This strategy will be the aspect of the intervention plan that will make the most impact in the long term, but may not take immediate effect because emotions and relationships take time to grow. This process will be beneficial because it will show Kevin that he does have people in his life that care about him as a person and as a student. He has very little family support and the support he does get is not exactly positive and mentoring. Brophy discusses that, "teachers who..."ask about their hobbies and interests, and see[m] to care about them and believe they can be successful" may help students respond well (1996, p. 200).

Plan Implementation

Strategy Implementation and Results

In order to track progress, I used the following chart. A "1" is used if he participated, A "1/2" is used if he partially participated, and a "0" is used if he did not participate at all. The symbols next to the number represent what he was doing instead: OM- playing with other materials such as agenda/pencil/chair; S- sitting and not doing anything; B- blurting out comments; T- talking to neighbors; A- arguing; R- removed from class. At the end of the week the totals are added up to see how many activities he participated in on each day and in each category. The charts are shown in the behavior charts index at the end of the paper.

First Week: During the first week, Kevin was able to reach his goal of participating in at least one activity every day. On Wednesday of that week, he managed to participate in three of the four activities. That was a very positive day and he received a lot of positive encouragement. Because he reached his one activity goal, he was able to select a reward and he chose to have the class play a musical game during the last ten minutes of class on Friday. The amount of minutes of each activity were adjusted that day to account for the game. Another positive note for the first week was that he participated in sight-reading every day.

Second Week: Unfortunately, he did not reach his goal the second week. His goal was to participate in at least two activities every day. The good news for the second week was that for two

of the four days he was able to participate in three of the four activities. The bad news for the second week was that on the other two days he only participated in 1 1/2 activities. Other good news for the second week was the he participated in warm-ups every day. While it was noted and praised that he was able to participate in warm-ups every day, he did not reach his daily goal of two activities to receive a reward at the end of the week.

Third Week: Because he was unable to meet the week two goal, that same goal of participating in two of the four activities was extended into week three. While, he was not able to participate in a single activity every day like he did in the previous week with warm-ups, he did manage to meet his weekly goal of two activities per day. This was a great success and we had a productive conversation about this during our Friday meeting. I do realize that only three days were tracked this week and if there were five full days, it may have not been as successful, but the fact that he reached his goal for three days in a row was impressive enough to merit a reward nonetheless. Kevin chose to play one of his favorite songs to the class on Friday for his reward and all of the students danced and sang along. This was an additional special moment that hopefully showed Kevin that he can make not only himself happy by participating, but he brought joy to the other students that day by selecting a fun song.

Fourth Week: Week four saw continued success and an improvement from the previous week. We did not have school on Friday of this week for a teacher curriculum planning day. Because of these events, we met during lunch on Thursday to discuss the week and bank time. Unfortunately, although he partially or fully participated in almost every activity every day, he did not reach his goal. Monday saw an acquisition of the goal, but on Tuesday and Wednesday he was only able to partially participate in half of the activities before getting distracted or distracting others. Thankfully Thursday saw a return to reaching his goal. During the Thursday meeting he said that his mother had visited him on the Monday night of that week and it did not go well. This was the what had brought him down for the Tuesday and Wednesday. The positive news from this week was that he was able to identify that meeting with his mother affected his school performance. Additionally, this week saw the highest participation number of all of the previous weeks.

Fifth Week: This was the first full week we have met during the entire implementation phase and he had a great task of reaching a goal of participating in three of the four activities for five consecutive days. While it was a very difficult goal, Kevin was more successful than I had anticipated. He was unable to reach his goal, but he still had high participation numbers. He reached the goal on only one day, but was very close to reaching it on two other days. Monday was a positive day because he fully participated or partially participated in all activities. This does not happen often. Sadly Friday saw a return to pre-strategy behavior and we were unable to meet during lunch to discuss the issue because he left school early that day.

Plan Evaluation

Effectiveness

So far, the plan has worked better than I had expected. This is not because I did not have faith in the program, but because I did not think that Kevin would be receptive of the idea of keeping track of his behavior. To my surprise, he has kept track, even on one of the days that I was absent. This intervention has proven to increase his participation, but unfortunately not at the rate that was provided in the implementation plan. The factors that seem to most attribute to the success is the fact that he was receptive to the tracking records, the fact that he was able to select a reward for improvements, and also the increases in the amount of praise that I have been able to give him. In addition, I believe the banking time lunches has revealed a great deal about our relationship and how we can move forward in a positive way in the future now that we are getting to know more about each other and our goals and intentions.

Thus far, he has shown the most success in participating in the shortest activities of the class period: warm-ups and sight-reading. Those are also the activities that are at the beginning of the class, but I am not sure if that is a factor because some days he does not do those activities. The longest portion of the class period is the song rehearsal and it is broken up into small parts, rehearsing many different parts of multiple songs throughout that portion of class. So, if you look at it from that perspective, I do not think that the length of an activity influences the behavior because we move fairly quickly from activity to activity.

The participation numbers have also increased steadily from the first three tracking days in the data collection stage and throughout the five week implementation period. During the third week, we only had three days of tracking, but he was still able to reach participation numbers close to those of the prior weeks with four days. If we had had another tracking day during that three day week the numbers would have likely exceeded the four day participation numbers from weeks one and two. During the last two weeks he was able to increase his participation numbers from previous weeks, even during the long five day fifth week. I have no doubt that the continuation of the program will see further increases in participation.

Problems

There have not been any significant problems with the strategy and implementation that would cause me to discontinue the strategy. I have only encountered two minor problems. First, I have been absent a few times and we have not had school on a few different days and it has affected data collection, banking time lunch meetings, and overall consistency of the program. Second, when I am absent, he does not usually keep track of his participation. He only kept track during one of the four days that I was absent. An additional, yet uncontrollable, issue is that I cannot control his life outside of my classroom. Many of the days that the program seemed to be unsuccessful were due to instances and problems he had had at home with his family or problems that he had encountered in other classes or with other students.

Future Implementation

I was examining the results of the log I kept of his behavior and, while although he only met his goal twice during the implementation period, he still had a lot of positive accomplishments. These accomplishments include increasing his overall participation, being able to consistently participate in certain activities each week, and a decrease in his disruptive behavior. I began to think that maybe there should be more positive reinforcements to reward little achievements such as these, which are in fact pretty big achievements in the long term. In the future, I would consider rewarding him with something little for these outside accomplishments and maybe it would help him to be motivated to reach the overall goals for each week. However, the positive reinforcement

and praise he receives from these small accomplishments may be enough for him to continue to reach the overall weekly goal without an extrinsic reward.

Additionally, I would extend the goal incremental periods. For example, for the first two weeks, he would only have to achieve participating in one of the four activities in order to be rewarded. Then for the next three weeks he would only have to participate in two of the four activities in order to receive a reward. For the next four weeks after that, he would only have to participate in three out of the four activities in order to get a reward, and finally he will have to participate in all four activities every day to get a reward for the remainder of the year. This will help him to understand that I do not expect change overnight, but I am still holding him to high expectations and goals. This is more realistic and will give him more than one chance to reach a goal. I would definitely recommend this strategy to a colleague.

Professional Stance

This process and program has helped me to relax a lot more when dealing with Kevin. Because we are both working together to track behavior, I do not feel like I am alone and forcing him to do something anymore. Before, I felt like I was constantly harping on Kevin to participate and join the class and then would get upset at him and myself when he did not. With this, the process takes care of the stress and leaves the participation up to him. At the end of the week, if he does not meet the expectation, then he does not get the reward.

The most important thing that has helped me to change my stance is gaining an understanding that his behavior and lack of participation is not personal. His goal is not to get back at me or hurt me. I need to look at his behavior as a cry for help. Because he gets little support at home, it is critical that I look above myself and the class in order to be a supportive and consistent system for him every day. Another thing that has helped change my stance is the time that we have spent together during lunch. We were able to spend one Friday, as planned in the program, speaking about the behavior of the week and setting goals for the next week. We also just sat and talked to each other about what we want out of the class. From speaking to him, I have learned a lot about

what other stressors he has in his life that are keeping him down and keeping him from being successful.

When I sense that I may move out of my stance, I have learned a few strategies. When he argues, I have learned to not engage in the argument. I have simply stated facts and used statements to clarify the directions in a calm voice until he complies or withdrawals from the argument. When he is not participating, I politely ask him to join or nicely let him know that we could really use his help. In addition, after reviewing the list of attributes of effective socializers, it seems that I still need to work on a few areas. First, I need to continue to be patient and not set the expectations so high and believe that the problem will be solved in a short time of implementation. This is a student with a lot of outside issues and I cannot expect things to change overnight. Also, because of the same issue, I need to keep my perceptions of myself and Kevin in check in order to keep the patience and not get frustrated that things are not changing or feel guilty that I am failing if things do not significantly change. Little steps are often bigger than leaps.

Behavior Charts Index

Pre-Strategy Date Collection:

Day One

Target behavior: not participating by sitting out, blurting, or playing with books/pencils				
# of Target Behaviors DAY ONE				
Time/Activity	Warm-Ups- 5 mins	Sight-reading- 10 mins	Song Rehearsal- 20 mins	Theory- 15 mins
Kevin	1- scribbling on planner, sitting	0- participating	1-slouching in chair, blurting out	1/2- sort of participating or slouching in chair doing nothing
Zach	0- participating	0- participating	0- participating	0- participating

Day Two

Target behavior: not participating by sitting out, blurting, or playing with books/pencils				
# of Target Behaviors DAY TWO				
Time/Activity	Warm-Ups- 5 mins	Sight-reading- 10 mins	Song Rehearsal- 20 mins	Theory- 15 mins
Kevin	1- blurting out, distracting neighbor, sitting	1/2- blurting out, partly participating	1/2- sometimes singing, sometimes sitting and doing nothing	1/2- sometimes participating, sometimes playing with his pencil and eraser
Zach	1/2- dancing around	0- participating	1/2- blurting	0- participating

Day Three

Target behavior: not participating by sitting out, blurting, or playing with books/pencils				
# of Target Behaviors DAY THREE				
Time/Activity	Warm-Ups- 5 mins	Sight-reading- 10 mins	Song Rehearsal- 20 mins	Theory- 15 mins
Kevin	1- sitting and complaining to himself	1/2- blurting out about needing to go to the bathroom, sometimes participating	1/2- sometimes participating, walking around getting a tissue and hand sanitizer	1- playing with his chair, scribbling on planner
Zach	0-participating	0- participating	1/2- dancing around	1/2- talking to neighbor

Strategy Implementation Period:

Week One

Target behavior: not participating by sitting out, blurting, or playing with books/pencils					
Goal: Participate in one of the four activities					
# of Target Behaviors Week of 2/20-2/23 (snow day on Friday)					
Time/Activity	Warm-Ups- 5 mins	Sight-reading- 10 mins	Song Rehearsal- 25 mins	Theory- 10 mins	Totals
Kevin	M- 0, OM T- 1 W-1 R- 0, S	M- 1 T- 1 W- 1 R- 1	M- 1/2, B T- 1/2, B W- 0, B/OM R- 0- T, B	M- 0, OM T- 1/2, T W- 0, S R- 1	M- 1 1/2 T- 3 W- 2 R- 2
Totals	2	4	1	1 1/2	8 1/2

Week Two

Target behavior: not participating by sitting out, blurting, or playing with books/pencils					
Goal: Participate in two of the four activities					
# of Target Behaviors Week of 2/28-3/2 (staff development day on Monday)					
Time/Activity	Warm-Ups- 5 mins	Sight-reading- 10 mins	Song Rehearsal- 25 mins	Theory- 10 mins	Totals
Kevin	T- 1 W- 1 R-1 F- 1	T- 1 W- 1 R- 0, B/A F- 0	T- 1 W- 0, OM R- 0, T F- 1/2, B	T- 0, OM W- 1 R- 1/2, T F- 1/2, T	T- 3 W- 3 R- 1 1/2 F- 2
Totals	4	2	1 1/2	2	10 1/2

Week Three

Target behavior: not participating by sitting out, blurting, or playing with books/pencils					
Goal: Participate in two of the four activities					
# of Target Behaviors Week of 3/5-3/9 (out sick on 3/5 and 3/6)					
Time/Activity	Warm-Ups- 5 mins	Sight-reading- 10 mins	Song Rehearsal- 25 mins	Theory- 10 mins	Totals
Kevin	W- 1 R- 0, B/A F-1	W- 0, OM R- 1 F-1	W- 0, OM R- 1 F- 0, OM/T	W- 1 R-0, S F-1	W- 2 R- 2 F- 3
Totals	2	2	1	2	7

Week Four

Target behavior: not participating by sitting out, blurting, or playing with books/pencils					
Goal: Participate in three of the four activities					
# of Target Behaviors Week of 3/12-3/16 (curriculum planning day on Friday)					
Time/Activity	Warm-Ups- 5 mins	Sight-reading- 10 mins	Song Rehearsal- 25 mins	Theory- 10 mins	Totals
Kevin	M-1 T- 1 W- 1/2, B R- 1	M-1 T- 1/2, S W- 1/2, S R- 0, T	M-1 T- 1 W- 0, OM R- 1	M- 0, S T- 1/2, B W- 1 R- 1	M- 3 T- 3 W- 2 R- 3
Totals	3 1/2	2	3	2 1/2	11

Week Five

Target behavior: not participating by sitting out, blurting, or playing with books/pencils					
Goal: Participate in three of the four activities					
# of Target Behaviors Week of 3/19-3/23					
Time/Activity	Warm-Ups- 5 mins	Sight-reading- 10 mins	Song Rehearsal- 25 mins	Theory- 10 mins	Totals
Kevin	M- 1 T- 1 W- 0, T R- 1 F- 0, T	M- 1 T- 0 W- 1/2, T R- 1 F- 1/2, A	M- 1/2, T/B T- 1/2 W- 1 R- 1 F- 1/2, T/OM	M- 1/2, OM T- 1 W- 1 R- 0, OM F- 0	M- 3 T- 2 1/2 W- 2 1/2 R- 3 F- 1
Totals	3	3	3 1/2	2 1/2	12

References

Brophy, J. (1996). *Teaching problem students*. New York: Guilford.

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