

Education assignment

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**ASSIGN
BUSTER**

> Ms. Andersen's class has only 25 students, but Each and Patriot's growing number of disruptions are causing the entire class to get off task and become more interested in their constant fighting than learning. According to Ms. Andersen's observations, Each likes to argue with Patrick, yell (or crying) in response to Patriot's teasing, and is even prone to pushing Patrick if he does not get the response to his requests or comments he desires (Curran, C. & the IRIS Center. , 2003). Patrick is the cause of more disruptions in class, as he results to teasing Each and other classmates by name calling and/or making hurtful comments, calls out during class or gives unrelated/ inappropriate responses if called on during class discussions (Curran, C. , & the IRIS Center. , 2003). He results to AR segments if teachers asks him to stop the teasing or stop his other undesired behavior (Curran, C. & the IRIS Center. , 2003). Because of their disruptions, she cannot get the class to complete their assignments and little to no instruction gets done. In order to get things back on track and diminish all of the disruptions caused by Each and Patrick, I will suggest several critical goals for them to focus on, as well as discuss why I chose those particular goals using several strategies that will help encourage appropriate behavior. Irvin 3 Each and Patrick Based on my observations of this case study, I feel that Patrick is more extroverted than Each. It is exhibited through his passion for sports, being the center of attention, and how he never stops talking. Each, on the other hand, is an introverted student, who does not like talking in class (unless provoked by Patrick), interested in spending time with the classmate that is his peers, and likes to keep to himself during independent work time.

I would create the following behavioral goals for Patrick and Each to focus on during this semester: Each Increase the number of reading assignments completed and participation in class discussions and conversations by pairing him with Patrick; and ; decrease the number of disruptions in class by incorporating activities pertaining to animals or geometry Patrick ; Complete independent work quietly by pairing him with Each; and ; Increase interest in class discussions and minimize disruptions by utilizing nit rest in storytelling As a teacher, in these situations, would more than likely create opportunities for the boys to “ switch roles,” or complete activities or assignments that the other student finds interesting. I feel that because Each is a student who is struggling in reading because of his disability, he feels he has to counteract by responding to Patrick’s teasing. If there were opportunities in place for him to channel that frustration and increase his reading capacity, he would not result to such disruptions and his selfsame in his ability to accomplish things will increase tremendously. Pairing him with Patrick would cause them to interact on a different level and cause them to see the others respective. On the flipped, if Ms. Anderson incorporated plays and activities that were interesting to Patrick, I believe his disruptions would decrease significantly and he would be more willing to participate in class discussions and not just to get a rise out of the teacher or make his classmates laugh. If he had to mirror appropriate actions during independent work time, Each would be a perfect partner because he is always quiet. This will likely help improve the interpersonal relationship between Patrick and Each and help the two be more productive in class without causing disruptions.

The strategies for encouraging appropriate behavior listed on the Star Sheets provided are specific praise (verbal and written statements), criterion specific rewards (positive reinforcement system), checkmating (selecting options), effective rules (general rules for the classroom), contingent instructions (specific instructions to one individual), and group contingency (reinforcement techniques for groups) (Curran, C., & the IRIS Center., 2003). In this situation, I would choose checkmating and specific praise for both Each and Patrick, since they are both causing the disrupt options and need to find the same result when it comes to appropriate behavior. For Patrick, I would implement these particular goals for Each and Patrick because they both desire attention from their teacher and by simply praising them when they complete independent work or correctly answer during class discussions will help them in the long run to become more accustomed to exemplifying appropriate behavior. If Ms.

Anderson gives the boys the choice of managing their own behavior or the ability to choose between doing as told and being rewarded or refusing to comply and accepting the consequences of this, I believe that would help motivate them to do what is necessary in class and allow the learning process to thrive. For Each, I believe implementing the strategy of "specific praise" right away would be more appropriate for him. Because of his learning disability, he may not feel adequate in his ability to read and therefore causes him to act out. He might gain confidence in his reading and schoolwork, which could lead to his behavior improving. If a teacher implements praise. This could be a fun action as a tool for instruction and for

increasing social and academic behaviors” (Curran, C. , & t he IRIS center. 2003).

However, in order to be effective, Each must feel as if the attention Ms. Ender son is giving him is motivational (Curran, C. , & the IRIS Center. , 2003). The type of specific praise Ms. Anderson could give to Each that is most powerful and appropriate is “ nonjudgmental; specific and descriptive; contingent and immediate; and sincere” (Broody, 1998; Duncan, Sample & Smith, 200; Weinstein, 2003). Base d on research, Each may need “ to experience success and it is up to his teacher to ensure that he receives some form of sincere and accurate praise or recognition” (Version, Emmer, & Horsham. 2 003). A way for Ms. Anderson to apply praise to Each would be the nonjudgmental approach.

Insist dead of grouping him with his other 24 classmates, she could praise him on his reading alone: “ Each, a m very proud of you! You read through that entire chapter with ease and never gave up! Greatest. ” Rest reach shows “ effective praise should be individualized for students in its content and deliver rye” (Curran, C. , & the IRIS Center. , 2003). Any compliment towards his interests or improvement in r eating will motivate Each to do better, and that would minimize the disruptions in class. The way would implement this strategy is by following steps I know would ha eve the most impact. First, would assign a reading activity or assignment that is appropriate e and peaks his interest.

For example, a reading assignment on animals (Guiana pigs) may give Each ex excitement about completing the reading assignment. Then, after Each

leaves for his daily 30 minutes resource room support, would Carving 6 have the class do the same. After he returns, we would discuss the assignment t by having several students read various paragraphs aloud and then discussing them. I would ha e Each and Patrick read aloud to the class, alternating between the two between paragraphs and then praising them on their reading. Believe pairing them together would help their relationship and give them a common goal. Patrick is a student who loves to talk and feel like he is in control of his actions and behavior. A strategy to implement with him immediately would be checkmating.

The bail itty for students to make choices themselves could be used to “ prevent behavior problems and increase e specific behaviors” (Curran, C. , & the IRIS center. , 2003). Research agrees that if MS. Anderson all Sows Patrick the ability to chose what transpires during daily activities or routines, this would ” enhance positive interactions between teachers and students (Joliet, Stricter & McCormick, 2002), and enhance student task compliance and decreases student resistance as well (Kauffman, Monster, Trend, & Holland, 2002: Poaching, 2000). Researchers believe that “ offering choices w ill provide Patrick with decommissioning opportunities that will give him predictability (Joliet et al. 2 002), because for students like him with behavioral needs, it is only a result of their misbehaving ” (Van Cracker, Grant & Henry, 1996). However, it may not be ideal for Ms. Anderson to allow Patrick t o make choices that are not “ conducive to her teaching style and classroom environment or that w ill disrupt learning in the classroom (Curran, C. , & the IRIS Center. , 2003). In order to accomplish this, she must learn as much as possible about Patrick ‘ s learning preferences, likes, and

interests (Curran, C. , & the IRIS Center. , 2003). Options she could provide include “ materials and media, seating and grouping, subjects/ instruction, or scheduling” (Curran, C. , & the IRIS Center. 2003).

Patrick could decide what type of materials are to be used or which media outlet to use, where he sits and with whom, what subject or learning preference he prefers, or the Carving 7 order of activities and assignments (Curran, C. , & the IRIS Center. , 2003). Give Eng him the choice between these options will help him because he enjoys being the center of attention and this will give him the responsibility he needs to manage how he acts in the classroom or interact with his classmates. If was Patrick's teacher, would accomplish this by starting the week off by informing him of the choice he will be making. I would ask in which area would he feel comfortable choosing and implementing his choice into my instruction the next day. I would then ask Patrick to help me with my instruction to help him and the class.

A way I would show this by giving Patrick the option to display his understanding through an oral presentation instead of a written assignment. By centering him in front of the class and giving him some responsibility. I feel this would benefit the class and Patrick because he would feel excitement and enthusiasm towards his classroom and learning, will also keep the class on task and allowing them to learn, without focusing on the disruptions. In the end, his behavior and attitude towards receiving an education would increase while his need for disruptions would become miniscule or obsolete. However, with implementing any lesson plan,

classroom management plan, or strategy for encouraging appropriate behavior, there will be cause for concern. In Coach's case, if Ms.

Anderson spends half of the semester overpowering everything he does, this may cause animosity between Each and his classmates or may cause his selfsame to plummet, especially if it is applied towards things he already enjoys doing. It could cause him to rely on the teacher praising him of r everything or could lose its effect. When it comes to Patrick, allowing him the option of checkmating t o often could cause him to become overly confident and continue to disrupt class or lose its appeal to motivate him to continue behaving appropriately. He may try to pressure his teacher into adding in add sectional options that are irrelevant to the instruction or her teaching style.

It may be difficult for any teacher to find the proper carving 8 balance between praising Each and giving Patrick checkmating decisions, but the more we alter the way we implement these strategies, the more likely they will have an effect on the students and improve their behavior.