Instructor's Guide for Classroom and Group Support

Topic Area: Behavior

Module: Classroom and Group Support

Case Study: A New Kid in the Mix

Summary: One Friday afternoon, the principal informed Miss Heier that a new student was going to join the classroom who had experienced some behavior issues at his past school. Joe had been diagnosed with attention deficit hyperactivity disorder and pervasive developmental disorder and had received special education services. The principal commented on how well managed her classroom was and that he felt confident she could provide the structure this student needed. Although she had taken one class in special education in college and the behavior management class in the summer, Miss Heier did not feel prepared to deal with any major issues.

Characters and Roles:
- Miss Heier, third grade teacher
- Joe, third grade student with attention deficit hyperactivity disorder and pervasive developmental disorder
- Phillip, third grade student

Tools:
- Preventative Approaches
- Positive Reinforcement
- Natural and Logical Consequences

Artifacts:
- Example Chart Moves chart
- Steps for Staying on Task Visual
- Class Reinforcement Menu
- Visual of an Organized Desk
- Organized Desk Contract
- Phillip's Puzzle
- "Think Time" Problem Solving Sheet
- Miss Heier's Homework Lesson Plan
- Example of the Students' Punch Card

Glossary Terms:
- Class Meetings
- Attention Deficit Hyperactivity Disorder
- Pervasive Developmental Disorder
- Desirable Consequence
- Logical Consequence
Web Sites:
- www.nichey.org
- http://seriweb.com
- http://curry.edschool.virginia.edu/sped/projects/ose/information/
- www.ldonline.org

Discussion Points:
- When a student with special needs starts at a new school, when and how much information should the teacher be told about his/her exceptionalities?
- Discuss ways in which an interested teacher could learn more about behavior management.
- What should a teacher do when students satiate on the same reinforcers?
- When one specific student needs a behavior management plan, should all students be involved in the plan? Explain your reasoning.
- What are the advantages and disadvantages of implementing behavior management plans for all students in a class?
- Should students be rewarded with extra recess for behavior that is expected? Explain your reasoning.
- What is the difference between a punishment and a logical consequence?
- What are the pros and cons of including both a positive reinforcement and an undesirable logical consequence in a student contract?
- When teachers use positive reinforcements that cost money, who should be responsible for the payment?

Activities:
- Plan a staff development session on behavior management.
- Roleplay a scene with a teacher and a student who does not want to participate in a behavior management plan.
- Organize a book study on *Punished By Rewards* by Alfie Kohn
- Brainstorm a list of positive reinforcements that do not cost money or take instructional time.
- Debate the practice of rewarding students for behaviors that are expected.

Reflective Question: Scene 1, Question 1 - In your experience, do general education teachers receive adequate training in behavior management? If not, what could be done to improve this situation? *Many veteran teachers have not received much formal training in behavior management, other than their experience. Most recent graduates of teacher education programs have taken general classes on classroom management, but the amount of focus on behavior management varies greatly. In order to improve the situation, colleges and universities could begin offering courses that relate specifically to behavior management. Staff development sessions on the topic could be offered for teachers who want or need more information. Special education teachers could collaborate with regular education teachers to help them address the needs of students. Mentor/teacher*
relationships could be established. Teachers could organize book study groups and focus their reading and discussion on the topic. Finally, there are resources on the internet like Special Connections (www.specialconnections.ku.edu) that are intended for classroom teachers who are committed to helping students with special needs be successful in the regular education classroom.

Connections:
- Topic Area: Behavior; Module: Functional Behavior Assessment
- Topic Area: Behavior; Module: Positive Behavior Support Planning