Instructor's Guide for Classroom and Group Support

Topic Area: Behavior

Module: Classroom and Group Support

Case Study: The Students Take Ownership of Their Own Behavior

Summary: The class wide point and level system that Miss Heier had developed at the beginning of the year was still providing the basic behavioral management structure in the classroom. Although Miss Heier was generally pleased with the system, it was time consuming, and she felt the students were not completely understanding and owning their behavior. Many times when they did not earn their points, they did not even seem to notice, as long as they were on the highest level at study hall.

Characters and Roles:
- Miss Heier, third grade teacher
- Alec, Joe, and Philip, third grade students

Tools:
- Point and Level Systems
- Self-Management Tool
- Peer-Assisted Interventions
- Positive Reinforcement

Artifacts:
- Example of the Self-Management Point Card
- Example Class Wide Peer Assisted Self-Management Program (CWPASM)
- Class Menu of Reinforcers
- Sample Recording Card for Playing the Good Student Game

Glossary Terms:

Web Sites:
- http://seriweb.com
- www.nichcy.org
- http://curry.edschool.virginia.edu/sped/projects/ose/information/

Discussion Points:
- Discuss the advantages and disadvantages of having students evaluate, monitor, and graph their own behavior.
- What are the pros and cons of using peer tutoring?
- What are the pros and cons of using competition as a strategy for behavior management?
• What courses related to classroom management should be offered in teacher education programs?
• What are the advantages and disadvantages of having school-wide behavior management programs?
• What are the possible reactions to students who have experienced a number of behavior management strategies when they begin a new school year with a teacher who does not use them?
• How much time should a teacher and students devote to implementing, monitoring, and evaluating a behavior management system?

Activities:
• Create a self-monitoring point card for a student.
• Debate the issue of using competition as a strategy for behavior management
• Debate the practice of using peer tutoring in the classroom.
• Roleplay a conference with a teacher who uses competition as a strategy for behavior management and a parent who does not support the practice.
• Brainstorm a list of reinforcers that do not cost money or use instructional time.
• Research the topics of intrinsic and extrinsic rewards and their effect on students.

Reflective Question: Scene 1, Question 1 - What are the advantages and disadvantages of having students evaluate, monitor, and graph their own behavior? There are both advantages and disadvantages to having students evaluate, monitor, and graph their own behavior. First of all, students might be more motivated and engaged in the system when they are more actively involved, and teachers will not have to devote as much time to the process. Graphing the results is a real life application of math skills, and students will be able to monitor their own behavior. Hopefully students will be honest about their evaluations and recording of results. One concern is the amount of instruction time this model requires. Teachers will have to weigh the pros and cons of students' involvement in the behavior management plan and make professional decisions based on the information.

Connections:
• Topic Area: Behavior; Module: Functional Behavior Assessment
• Topic Area: Behavior; Module: Positive Behavior Support Planning
• Topic Area: Instruction; Module: Classwide Peer Tutoring