Positive Behavior Support Plan

(PBSP)

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Sped 498

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Part I

Description of the Student

Elaine is an eight-year-old third grade student at Halstead Academy. Elaine has a documented IEP under the other health impairment (OHI) code due to heart defects which she was born with. Elaine was born prematurely without a valve in her heart and required immediate open-heart surgery. Since then she has endure multiple surgeries and takes a variety of medication to stabilize her symptoms. Recently, Elaine has been diagnosed with a small leak in one of the valves in her heart. This is causing a lack of blood flow and therefore causing a lack of oxygen to all of her vital organs, including her brain. Her mother and physicians believe her heart condition is the major contributor to her academic difficulties. A multitude of strategies to help Elaine improve her academics have been tried (small group instruction, one-to-one instruction, modifications and accommodations) but time and time again, what seems to be prohibiting her from success is her attention span. Due to her hyperactivity, impulsivity, lack of focus, and irritability, many of the staff members, including her classroom teacher, special educator, and IEP chair (all members on Elaine’s IEP team) believe she has co-morbid ADHD. At every IEP meeting, the staff eludes to the fact that Elaine’s attention span is interfering with her academic success. At Elaine’s recent IEP team, the staff members suggested that Elaine seek help from a professional to consult the possibility of an ADHD diagnosis, and potential next-steps.

Description of the School Program

The school in which Elaine attends implements a School Wide Positive Behavior Intervention Support (SWPBIS). The school’s slogan is to remain respectful, responsible,
and ready at school. Students’ behavior is monitored through a colored clip chart. Every student has a designated clothespin in which may be moved to whatever color the child is exhibiting. The colors usually fluctuate throughout the day, but the school only records the color, which the students land on at the end of the school day. The color they earn is then recorded in their agenda book and sent home for parents to view. There are several incentives for students to earn superstar over a long period of time, such as public recognition and earning a variety prizes.

**Description of Behavior**

Throughout the day, Elaine engages in extremely disruptive and impulsive behavior. Elaine experiences an extreme difficulty with self-monitoring, managing her emotions, remaining on task, and keeping her hands and thoughts to herself.

If Elaine is trying to capture the attention of another person, peer or teacher, she will physically reach out to repeatedly tap the individual. She continuously leaves her seat during both instruction and group work. Her constant movement disturbs others in the class and usually disrupts the flow of instruction, requiring the teacher to stop instruction to redirect her. Elaine has a difficult managing her emotions. She will suddenly hug, grab, hit, push, or slap others to express either her anger or excitement. Elaine will also suddenly grab materials out of other people’s hands or away from their reach without asking permission. All of these behaviors are classified as non-verbal disturbances.

When students call her out on her intrusive behavior, she gets defensive and yells back as if it is their fault (i.e. “What? I didn’t do anything!” “Come on! I am just going to use it for a little bit!” “Too bad I want this one,” “Well you weren’t using it!”). Elaine will also use negative language with other students when she is upset (i.e: “Go away,” “I hate...
you,” “Nobody likes you,” “Stop,” “Leave me alone!” “You’re not my friend anymore” etc.). On a daily basis, Elaine often has no intention of being disruptive, aggressive, or malicious. Elaine will speak out of turn during instruction, group collaboration, and peer conversations. This includes both calling out and initiating side conversations while others are speaking. These behaviors are considered verbal disturbances.

Part II

Literature Review

Article 1

The article, A randomized Trial of a Classroom Intervention to Increase Peers’ Social Inclusion of Children With Attention-Deficit/Hyperactivity Disorder (Mikami, Griggs, Lerner, Emeh, Reuland, Jack, & Anthony, 2013), contained information from a study conducted in order to decipher the best methods of intervention to improve social relationships amongst peers and children with ADHD. The psychologists analyzed the effectiveness of two different techniques on both genders. The MOSAIC treatment, or “Making Socially Accepting Inclusive Classrooms,” entailed instruction on tolerance, embracing differences, and treating others kindly despite their behaviors. This holistic approach was implemented for children both with and without ADHD in order to preach acceptance in a social group. The second technique, COMET, or otherwise known as Contingency Management Training, entailed a more direct approach in coping with impulses and other socially outcast behavior. COMET specifically outlined and instructed social skills, competence, and acceptable behaviors. The trial was performed on twenty-four children, eleven of which were girls. Psychologists broke the trial into groups based on sex in order to discover which methods were most effective for which
gender. The study surprisingly found that COMET, as oppose to MOSAIC, was most beneficial for girls. It is suspected the reasoning behind this is that ADHD in girls is usually perceived negatively as social defiance. Biologically, girls tend to be more socially mature than boys throughout childhood. Hyperactivity is sociably unacceptable for girls, and girls themselves are more apt to notice and be bothered by these attributes. As a whole, girls responded more positively to direct teaching of appropriate behaviors. It is suspected that girls were easily frustrated when they believed the positivity given to the hyperactive children was not genuine, therefore creating a more complex social pyramid.

**Article 2**

The article, *Effects of School-Wide Positive Behavioral Interventions and Supports on Internalizing Problems: Current Evidence and Future Direction* (McIntosh, Ty, & Miller 2014), compares the effectiveness of school wide positive intervention and support (SWPBIS) programs on students displaying both internal and external behaviors. Students with internal behaviors, such as anxiety and depression, benefitted the most from outlined expectations, positive reinforcement and problem-solution scenario instruction. The benefits included declined suspensions and increased GPA. Implementing these social skills as school wide instruction did not equally benefit students with external behaviors. Students with physical and/or verbal disruptions experienced low increases in GPA and minute declines in suspensions. Students who possess both internal and external behaviors were the least responsive to the SWPBIS method. Intervention at both universal and targeted tiers proved beneficial for students with internalizing behaviors. SWPBIS is accredited to reducing emotional distress by creating a predictable environment and instructing proper methods to handle
uncomfortable situations. Students who view their school in a positive, non-threatening setting are more likely to succeed by eliminating their divided attention towards their safety. One longitudinal study cited in the article discovered that SWPBIS improved the school culture overall regardless of their type of misbehavior. Although SWPBIS has been proven effective for both versions of the behavior disorders, it seems to be the most advantageous for students portraying internalizing behaviors. The article continued to list possible suggestions, based on several studies, in order to improve, prevent and detect negative internalizing behaviors.

**Article 3**

The article, *Pragmatic Deficits and Social Impairment in Children with ADHD* (Staikova et.al, 2013), analyzed the whether the lack of social skills in children with ADHD is directly related to their pragmatic language functioning. The appearances of social deficits are a common trend in students with ADHD. Between “52%-82% of children with ADHD” (Staikova et. al, 2013) have been noted as experiencing social difficulty. The factors of ADHD, encompassing hyperactivity, inattentiveness, and impulsive behavior, directly affect social interactions. Due to lack of impulse control, social awareness, and understanding of societal expectations, ADHD can significantly hinder peer relationships. Ultimately, if a child is experiencing difficulty creating and maintaining friendships, they are most likely to experience a decrease in self-esteem which can then cause harmful affects on academics and overall well being. The study found that in comparison to typically developing peers, children diagnosed with ADHD have a less developed pragmatic language ability which contributes to further hardships than the originally thought expressive and receptive language ability. The study also
implied that social skill interventions might be of great benefit to students experiencing these pragmatic deficits.

**Article 4**

The article, *Evaluation of a School-Based Social Skills Program for Children with Attention-Deficit/Hyperactivity Disorder*, by Penny Corkum, Natasha Corbin, and Meredith Pike, overviewed the effectiveness of implementing literature into direct instruction of social skills. The study suggests that the use of related literature specifically in social groups, where students are familiar with each other, is highly effective. The groups of students were created from their natural setting, school, and implemented with their familiar classmates. This eased the anxiety of the group members as well as increased the applicability of the skills since they were implemented in an environment which they should be using them in. The study also found that having students’ close peers, parents and teachers involved in the program increased the effectiveness of building students’ pragmatic language skills.

**Article 5**

The article, *Right Hemisphere Brain Morphology, Attention-Deficit Hyperactivity Disorder (ADHD) Subtype, and Social Comprehension* by Scott R. Miller, Carlin J. Miller, Julianna S. Bloom, George W. Hynd, and Jason G. Craggs, provided a deeper understanding of the root of ADHD. The study was conducted to analyze both hemispheres of the brain of children with and without ADHD. The study found that not every child with ADHD has a deficit in the right hemisphere of his or her brain, but the study did find intriguing information. The study found a direct correlation between the right hemisphere morphology and a child’s social skills, regardless of whether or not the
child had an ADHD diagnosis. More specifically, they discovered that children with both ADHD and a deficit in the brain’s right cortex had an increased amount of social difficulty compared to children with an ADHD diagnosis but without the anatomical factor as well as compared to children without an ADHD diagnosis but with the anatomical deficit. Simply morphology of the right hemisphere of the brain alone is not a direct risk factor of social incompetence. The combined diagnosis of ADHD and a right hemisphere deficit thus causes the most significant impact on a child’s social comprehension. As the research behind ADHD continues, the lack of social awareness has been proven to be a co-morbid biological impairment of the brain, ultimately ensuring that the lack of social skills is a legitimate disability and the implementation of social skills is a direct need for some students.

References


**Part III**

*Baseline Data Collection*

Throughout the semester I was able to observe Elaine during whole group, small group, and one-to-one instruction. I worked with Elaine in pullout phonics and guided reading group, as well as small group math and reading instruction inside the classroom. I was able to observe Elaine on a daily basis since as the special educator, I provided her with IEP services. This was also advantageous because I was able to observe her at different times of the day.

Elaine is a rambunctious, loud, and hyperactive student who rarely thinks of consequences prior to her actions. She is generally happy and voices her opinions on a regular basis. Because of her strong personality, she naturally leads most groups. Many students are entertained by her comments, but frequently get upset, frustrated, and annoyed with her because she distracts them from their work and usually ends up getting the entire class punished.

The two main behaviors I looked for during my 15-30 minute observations were:
1. Verbal Disturbance: Producing inappropriate or negative comments to peers (e.g. initiating conversations with neighbors while others are speaking/during direct instruction, disruptively complaining, insulting peers, speaking out of turn, telling others what to do, groaning)

2. Nonverbal Disturbance: Acting upon impulse/lack of physical self-control appropriate for classroom environment (e.g. physically tapping others to gain attention, repeatedly getting out of assigned seat, using materials inappropriately, frequently leaving the classroom, rolling eyes, grabbing/hugging/hitting/slapping others out of anger or excitement)

Elaine's Baseline Data Chart

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Instructional Setting</th>
<th>Verbal Disturbance Occurrences</th>
<th>Nonverbal Disturbance Occurrences</th>
<th>Consequence/Function</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td>2/10/15</td>
<td>- Initiating conversations with neighbors (9)</td>
<td>- Head on desk (7) - Slouching in chair (7) - Leaving seat without permission (4) - Using materials inappropriately (9) <strong>Total: 27</strong></td>
<td>Teacher ignored behavior. Elaine unable to complete work <strong>Function:</strong> Avoidance, Lack of Self Control</td>
</tr>
<tr>
<td></td>
<td>12:00pm - 12:20pm</td>
<td><strong>Total: 9</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Language Arts (Research/Reading)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td>1/16/15</td>
<td>- Initiating conversations with neighbors (5) - Using negative language to express frustration with assignment and peers</td>
<td>- Tapping others (5) - Using materials inappropriately (3)</td>
<td>No teacher consequence. Limited peer attention <strong>Function:</strong> Information Seeking/Attention</td>
</tr>
<tr>
<td></td>
<td>10:30am – 11:00am</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Language Arts (Research/Reading/Writing)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part IV

**Hypothesis of Functional Behavior**

Most of Elaine’s behaviors are harmless and unintentional, but some of her behaviors are done with purpose. One way I can gauge this is because she rarely, if ever, looks back at the person to interpret their reaction. Instead, she will go on with what she is doing as if there is nothing wrong. Usually children who have attention or revenge seeking behavior make sure to observe other people’s reactions in order to see if their methods are effective.
Elaine cannot sit still for any amount of time. She is constantly up out of her seat, sharpening pencils, going to the bathroom, collecting papers. Whatever excuse she can find to get up and start moving, she will take. Before I began my project, I noticed that there were not a lot of structured breaks or movement during class time. Elaine was instructed to sit and listen, the conventional school mentality for student success. Despite her teachers’ encouragement to stay seated and remain on task, she would find absolutely any reason to get up. I realized it became such a habit to her, that she honestly was not consciously aware of her disruption. She simply acted upon impulse and whenever a teacher would reprimand her, she would demand to know what she did. Many teachers took this as a challenge against their authority, and the argument elevated, nearly always ending with Elaine getting herself into deeper trouble, earning an even more serious consequence. These events would leave Elaine feeling frustrated, worthless, confused, and defeated. After these encounters she would avoid eye contact with the teacher, avoid her work (by drawing, playing with the materials provided, fidgeting with her clothes, or playing with her shoes), keep her head down, and appear as if she were about to cry.

She would also then become easily irritated with her peers quickly snapping at them when she felt as if their comments or actions were inappropriate, judgmental, or inaccurate. I hypothesize that this was all because in her mind, she did not do anything wrong; the teachers and her peers were yelling at her because they did not like her. Because she was constantly being reprimanded for “being herself,” her self-esteem began to rapidly whittle away. Due to her hyperactivity, impulsive behavior and lack of attention, she was often unaware of what she did wrong. She rarely understood what she was getting in trouble for, and therefore had no idea how to go about stopping or fixing
her behavior. After analyzing these frequent occurrences, I realized that a majority of her behavior was not solely dependent on her apparent ADHD symptoms, but more so due to a lack of social skills.

Elaine was unaware of what we classify as social norms, and therefore she acted as herself. No matter what she did, she felt as if she would get in trouble. As a result, Elaine began to talk back to adults, refused to work with them, and insisted that she was able to do everything on her own. Elaine’s impulsiveness and hyperactivity started to also affect her peer relationships. Elaine has no personal boundaries and so she assumes no one else does either. She is very physical, constantly tapping others to gain their attention, grabbing items away that she wants to use. She is also very verbal, shouting over others, interrupting when others are speaking, and expressing whatever she may be thinking no matter how rude or insulting it may be.

At the beginning of my time at Halstead, I observed that many of her peers were patient with her, taking deep breaths, and allowing Elaine to essentially walk all over them, but around the end of February, things quickly began to shift. Her peers were tired of being bullied, hit, spoken over, and undervalued. They began to talk back to her, yelling at her for her impulsive mistakes. Since all of the students are in the third grade, between the ages of seven and nine, none of them had the natural thought process to fully communicate and problem solve. This, in turn, resulted in Elaine’s peers excluding her from activities and when forced to work collaboratively, they had very little patience for any sort of disruption. Elaine then began to act out even more, not understanding what she was doing wrong, and becoming extremely frustrated, agitated, and depressed, with physical, verbal, and non-verbal disturbances being her way to express her emotions. All
of these negative social interactions and emotions started to majorly impact not only her academic, but also behavioral success in the classroom. This is why I decided to come up with a plan in order to improve her social awareness, build her self-esteem, mend peer relationships, and ultimately increase her academic success as a result.

Part V

Replacement Behavior

My goal is for Elaine to consciously think about her actions and how they affect others. I want to boost her self-esteem, self-awareness as well as improve her self-image and social-awareness. I want her to feel comfortable with whom she is, and understand the exact reason behind why she gets treated the way she does. I want her to realize that she is in control over her own behavior. I want her to take charge, initiative, and understand that there are many strategies she may use to prevent or resolve a problem. The negative movement of her PBIS behavior clip is not the end of the world. I want her to realize there is always a chance to make up for your mistakes, remain hopeful, and pursue her best to create a positive outcome from any situation. This is why I decided to implement a weekly social skills lunch-bunch for Elaine and several of her peers.

For a replacement behavior, I want Elaine to self-regulate her own behavior (i.e. think before she acts, catch herself when making a mistake, excuse her self by saying “excuse me,” use polite language such as “please” and “thank you,” implement positive problem solving techniques such as “I feel ____ when you ____,” and apologize/correct any accidental problems that may arise). Elaine should also avoid interrupting others and using negative language and actions to express her emotions. Instead, she should remain quiet and still when she is listening to others and attempt to maintain eye contact to show
the other person that she is interested. She should remain on task attempt each task seriously, only use the materials assigned by the teacher and complete her independent work silently. She should also raise her hand in class when she wants to ask a question, share a comment, or needs help. She should ask permission before leaving the room and use polite words such as “excuse me,” if she needs to, or accidentally interrupts.

I will explicitly instruct these replacement behaviors during our lunch-bunches as well as any possible teachable moments throughout the day. My goal is for Elaine to implement these social skills and problem solving strategies in her every day life in order to improve her social and academic success.

**Part VI**

**Positive Behavior Supports**

The positive behavior supports in which I will implement will be the direct instruction of social skills during our weekly social skills lunch-bunch. I will create a small group made up four girls, 1 of which being my focus child, and three of whom are responsible, kind, and genuine classmate role models. I am planning on implementing this PBSP specifically with a small group of girls in order to implement the COMET method and ultimately in effort to provide strong peer-relationship building as well as social skill growth for Elaine.

During lunch-bunch, we will discuss ways to resolve possible social problems that may occur (ie: what to do when you want to borrow something, what to say when you make a mistake, how to jump into a conversation). We will also discuss other social skills such as personal boundaries, how to make friends, polite language, positive feedback, strategies for managing emotions, self-regulation techniques, as well as interpersonal and
intrapersonal intelligence.

Several times throughout the implementation of this plan, there will also be more informal, unstructured sessions enabling me to observe Elaine and her peers to gauge whether they are appropriately using the social skills we learn.

Each lunch-bunch session we will begin by discussing one color from the SWPBIS behavior management chart. We will begin with discussing red, the lowest level on the chart, then continue to orange, yellow, green, purple, and then lastly, we will discuss the highest level on the chart, superstar. During the lunch bunches we will each share how we feel when our clip is moved to that color, and as a group, practice making the face which corresponds to the emotion (i.e. if red makes us feel angry, we would all practice making an angry face). We would do this in order to build a context for learning as well as a correspondence between the emotion and the appearance. Collaboratively, we will then define what red behavior is, and take turns role-playing a given situation to display the color of topic. After I say “cut” and swipe both of my hands outwards, the scene will be over and the students will stop acting, close their mouths, freeze their bodies, and look at me. Then we will discuss what went wrong in the scenario and reenact the scene in a more appropriate way, which would then in return, move our clip up. We will then analyze the fixed scenario and define three positive behaviors we may do in order to earn for our clip to be moved up.

We will also read children’s literature and watch social stories in order to help us learn about specific emotions and scenarios. We will analyze each text or video and repeat the same steps as when we are acting out the scenes. We will read “When Sophie Gets Angry” by Molly Bang, “I did it, I’m Sorry” by Caralyn Buehner & Mark Buehner,
“Each Kindness” by Jacqueline Woodson, “The Berenstain Bears Get the Gimmies” by Stan & Jan Berenstain, and “Sometimes I’m Bombaloo” by Rachel Vali. Each story relates to a different aspect of social skill, defining a negative behavior, and then implementing a positive behavior. Some of the books outline the strategies, and some leave the story open-ended, but each story contains a powerful moral to inspire the students to implement social skills in their lives.

I chose these behavioral supports because hyperactive, inattentive, and impulsive children often lack social and pragmatic skills, and they are in need concrete expectations so they are able to correct their mistakes. By having them learn the skills in an interactive, hands-on, visual, and auditory way, captures their attention and engages them in the learning process. Using the universal design for learning technique makes each lesson more meaningful, effective, and cemented into their learning.

Then the students will be given an ombre paint chart, corresponding to the color of the day, as an exit ticket activity. They must write the emotion in which they feel when they are on that specific color in the top box, and then write at least three proactive steps they can take in order to improve their behavior and move their clip up. By the end of the lunch-bunch program, each student will have created their own booklet in which they may use as a resource to reference whenever they need. For example, if a child gets moved down during class, she may reference her booklet to find three ways in which she can improve it. These clear expectations are imperative for children, especially children with ADHD. A large amount of students with ADHD may not know exactly how to move their clip up, and as a result, they feel as if the day is ruined and their clip is on that color for the rest of the day.
Part VII

Data Collection & Visual Representatives

I was unable to obtain the daily color chart data due to the fact that Elaine has misplaced her agenda book. Her daily behavior log for the color chart is neither recorded, nor documented by the teacher. I was also unable to check Elaine’s clip at the end of each day due to other teaching responsibilities. This was my preferred data collection method in order to appropriately measure the direct instruction of the colors from lunch bunch and how it affected her decisions throughout the day. Although I was unable to consistently obtain this data, I decided to collect my data in another form. Instead, I documented the amount of times she self corrected her inappropriate behavior by apologizing, using polite manners both verbally (“Please,” “Excuse me,” “Would it be okay…” “May I…” “I feel ____ when you ____,” “I am sorry” etc.) and nonverbally (raising her hand to speak, covering her mouth while eating, finishing her food before
speaking, keeping her hands to herself, making eye contact with the speaker etc.) during lunch bunch. Then I compared the data documenting her social behavior from before and after my plan.

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Instructional Setting</th>
<th>Verbal Disturbance Frequency</th>
<th>Verbal Disturbance Self Correction</th>
<th>Nonverbal Disturbance Frequency</th>
<th>Nonverbal Disturbance Self Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 3/27/15</td>
<td>Lunch Bunch: Observation 1</td>
<td>23</td>
<td>0</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>12:35pm - 1:00pm</td>
<td>Lunch Bunch: Instruction 1 Discussion</td>
<td>20</td>
<td>0</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Group 3 4/22/15</td>
<td>Lunch Bunch: Instruction 2</td>
<td>12</td>
<td>2</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>12:35pm – 1:35pm</td>
<td>Lunch Bunch: Observation 2</td>
<td>14</td>
<td>1</td>
<td>8</td>
<td>1</td>
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<tr>
<td>Group 5 4/28/15</td>
<td>Lunch Bunch: Instruction 3</td>
<td>7</td>
<td>4</td>
<td>9</td>
<td>3</td>
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<td>12:35pm – 1:05pm</td>
<td>Lunch Bunch: Instruction 4</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>4</td>
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<tr>
<td>Group 7 5/1/15</td>
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<td>5</td>
<td>3</td>
<td>1</td>
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<td>12:35pm – 1:10pm</td>
<td>Lunch Bunch: Observation 3</td>
<td>6</td>
<td>3</td>
<td>7</td>
<td>2</td>
</tr>
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</table>
Part VIII

Data Summary and Interpretation

The data I have collected shows that the positive behavior plan that I have set in place has been effective in bringing social awareness to Elaine’s attention. Although the data is slightly scattered, overall Elaine has showed improvement. The amount of times in which she verbally and nonverbally disturbs the group has generally decreased. She has also showed an overall increase in the amount of self-corrections she has made over the course of the experiment. Analyzing the disturbances and corrections as a whole, the ratio between them has become smaller, showing that the more explicit instruction she received, the less unknowingly disruptive she became. As group continued, and we learned more about expected behavior, how to be a good friend, and what to do in social situations, the more aware Elaine was of her own social skills. I noticed that she began to catch herself making the mistakes more and more often. I also believe I did not see a larger increase in the amount of corrections, or more socially appropriate behavior due to Elaine’s extreme attention deficit. This factor is attributed to her health concerns and disability. I do not believe her lack of significant success was attributed to any of Rudolf Dreikurs four main purposes for misbehavior: avoidance, attention, power, or revenge.

There was also a slightly greater disparity between the verbal disturbances and her self-corrections than the nonverbal disturbances and her self-corrections. I hypothesize that this is due to the fact that verbal actions are easier for hyperactive children to monitor than nonverbal actions. Verbal actions are also easier to correct on the spot because the instruction may simply display a physical gesture (by dramatically pressing her lips together or putting her hand over her mouth) and/or give a quick verbal reminder
(“Watch what you say,” “Oops” etc.) to help redirect the student.

I also hypothesize that nonverbal actions are harder for hyperactive students to control because they often act on impulse and are in the constant need for movement. Elaine may have found it easier to self monitor her words due to the clear visual and auditory reminders, but had a more difficult time monitoring her nonverbal reactions due to the insignificant quick cues I provided.

**Part IX**

*Reflection*

I believe that my positive behavior support plan would have been more effective if the lunch bunches were held at least twice every week, and on consistent days of the week. Consistency is a major factor in effective change. Students need to learn a routine, be repeatedly exposed to the content, and have multiple chances to practice the skill in order to learn the information fluidly. Consistency and routine is especially imperative for inattentive, hyperactive, unfocused, and forgetful students because it helps to engrain the rules into their memory.

I also believe my experiment would have become more effective if there was consistency with my instruction throughout her school day. I wish her classroom and special area teachers were clearly defining expectations before each task, as well as implementing the use of verbal reminders throughout the lesson. I did communicate with each of Elaine’s teachers and service providers, but none of them implemented our rules into their classrooms. I feel as if each teacher was on board with the plan and Elaine was consistently reminded of every expectation, the results of her behavior in every class
would have decreased.

When I would check in on Elaine during class, she frequently forgot about her social skills until I reminded her in a friendly manner. Sometimes I would stop her and ask if she thought her response was appropriate or her best choice. Then we would have a short, open discussion of how she could fix it before having her implement the strategy. Unfortunately, I was unable to spend the entire day with Elaine, reminding her of the expectations due to my other teaching responsibilities.

I believe in constant positive reinforcement, something that may only be gained and never taken away. In my opinion, the behavior clip chart is more of a threat than an incentive. Students do not want to land on yellow, orange, or red due to the consequences, but if they land on green, purple, or superstar, there is not necessarily a reward, or at least an immediate reward. Students who struggle with monitoring their behavior may experience an extremely difficult time with this concept because they have are unable to look far ahead in the future. In order to encourage these students to try their best, I believe in incentives such as the SWPBIS program currency, known as Panda Paws. Panda Paws may never be taken away, only earned. They may be earned for practically any display of positive behavior such as following directions, insightful questions, diligent work, sharing, kindness, etc. When I teach, I rely on the Panda Paws because I find them to be more effective as well as build a more positive and risk-free environment. There is no immediate fear of the clip chart in my room because the students I work with often experience difficulties controlling their impulses and behavior so in return, their clip chart would be nothing but an emotional rollercoaster.

What I am trying to say is that if it were truly up to me, I would not be doing anything
related to the clip chart. But because I realized that I was unable to change a school
culture, especially in such a limited amount of time, I decided to adapt to the situation
and create a plan which would lead to the most direct path of student achievement. I
decided to then create the color-coded booklet to define each color and the corresponding
expectations on the chart to ultimately increase student awareness and behavioral success.
Reflecting upon this assignment, I realized that this was one of the most valuable learning
opportunities I have been provided with in my student-teaching career. I also knew the
importance of flexibility, but did not fully understand the depth of it until going through
the process of this project.

If I were to implement this plan again I would start off the group by having each
student in the group take a self-esteem survey and complete a situational social skills
assessment. I would create these electronically so each of them could individually use
their devices. I would also do this in a UDL format in order to engage all learners, and
eliminate any possible interference (i.e. attention span) with obtaining accurate data.
Then at the end of our social group lunch bunch, I would have each student retake the
survey and assessment in order for me to measure their self-awareness from before and
after our full instruction. I think it is important to measure students’ self-confidence and
obtain their self-evaluations because by having students reflect on their own learning
promotes stronger understanding and retention of the skills.

I also experienced a significant amount of trouble with implementing my plan due to
outside factors. My first choice for my focus child ended up not working out due to staff
miscommunication, discomfort, and weariness in my idea, so I was unfortunately forced
to switch students. I began collecting data for my original student and was informed of
the possibility of switching in the middle of February. While I continued to communicate with her team members, I also began collecting baseline data for my second student, Elaine. At the end of March, my fear was finally confirmed and I was forced to switch gears. Due to my late start, snow-days, PARCC testing, spontaneous teacher decisions and the unpredictability which life contains, I was not able to implement my plan until midway through the semester. I was also unable to consistently implement my plan once I began due to similar reasons.

If I was able to start earlier in the semester and maintain a consistent and predictable schedule for my group, I would have had enough time to collect additional data. I would have tracked Elaine’s classroom behavior after we created our booklets, as well as her use of the resource in order to authentically measure her learning curve. The full cycle of this plan would have been much more effective in my opinion, because there would have been a clear beginning as well as a clear end to documenting data. Then after collecting the data from the use of the booklet, I would then be able to properly determine whether or not the lunch bunch sessions were effective. I would also then be able to gauge what my student learned in order to determine next steps (re-teaching or enrichment).

After that being said, I was able to notice a vast difference in Elaine’s behavior during our small pullout phonics group. In effort to continue along with my theory of building her self-esteem, sense of belonging and sense of purpose, I provided with several leadership roles during phonics instruction. I had Elaine lead our line to walk down to our make-shift classroom. Elaine held my hand as we were walking in order to remind her to remain focused, and avoid inappropriate hallway behavior. During class, I had Elaine earn the title of my classroom helper. I had her pass out panda paws to students who
displayed positive behaviors (participating, raising their hands, asking challenging questions, following directions, staying quiet during instruction, and looking directly at the speaker). By having Elaine pass out the panda paws, she was given a task that provided her with movement, keeping her body busy so her mind was able to focus. Elaine was also specifically chosen to pass out the panda paws to raise her awareness of what positive and sociably acceptable behavior looks like in the classroom. I allowed Elaine the freedom to move around the classroom, use my large dry erase board, and sit on a readily available occupational therapy accommodation, the hokey stool, in order to empower her as well as help her focus her energy. I was frequently reminding her, as well as the rest of our class, of the expectations. I also took advantage of teachable moments that arouse in order to promote positive social interaction. Throughout class I occasionally needed to personally remind of my expectations of her, but I did so in a private manner each time to preserve her self-confidence and eliminate the factor of peer humiliation.

By having Elaine constantly involved, continuously praising her for positive behaviors, communicating my care and in her as well as raising the level of my expectations, I noticed a tremendous difference in Elaine on a multitude of ways. Elaine’s self-confidence increased and I noticed her raising her hand to volunteer multiple times each class, opposed to before rarely ever participating or listening to instruction. The amount of times she started and maintained side conversations dropped dramatically. Her appropriate behavior in the hallway as well as the classroom improved significantly as well. She was able to remain quiet in both settings for an extended amount of time, follow given directions, look at the speaker, and remember to walk calmly.
Ultimately, the most significant proof of her improved social skills and its effect on her academics is clearly stated in her phonics test score data. Before I implemented these leadership and engagement techniques in my instruction, Elaine would rarely score above a 40% on a post assessment. Her post-assessment for the unit in which I implemented these strategies, she scored a 90%, her highest post-assessment score yet. I was shocked at what a significant impact this change of her role in the classroom has made. I am extremely pleased and excited to have experienced such a breakthrough with Elaine because she has validated my belief that every child CAN learn! It may take time to adjust our own teaching style in order to find the most effective approach in reaching our students, but with patience, courage, and hope, anything can be possible. It is ultimately up to us, as teachers, to unravel our students’ perplexing needs and be flexible leaders by taking the risks in implementing new strategies which we believe our students may benefit from the most. We are the ones who can change the future by facilitating the growth of our youth, and it is our responsibility to try absolutely everything in our power in order to provide our students with the most effective education where we best reach their individual needs.