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TED 414

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Individual Behavior Management Plan

Behavior:

The student who does not turn in or complete homework assignments and does not participate in class.

The Student and Behavior:

Zack is a 7th grade student who loves to socialize. He seems to not have any type of interest in school whatsoever. He almost never does homework, and when he does, it is incomplete, messy, or done incorrectly. He also does not participate in class nor does he do classwork. He also tends to put up a "bad boy" front during class and out on the campus.

The Purpose of the Behavior:

There could be multiple reasons for this behavior. Zack could perhaps not be reading at grade level. It could be that he does not participate or do the work assigned because he has not fully developed the skills to read or write. He might not have developed the appropriate skills for numerous reasons. This could include past instructors, or even the support from family members at home. Zack may also be seeking behavior or venting some kind of frustration that he has by not participating and displaying other behaviors.

Two Teacher Perspectives:

- "Truthfully, there isn't a great deal of homework for my class. Homework consists of a weekly drawing assignment and preparation for projects that are done almost entirely in class. For students who do not complete the outside of class prep work for their project I have them do it in class before they can begin. If it happens more than twice I call home. I once made a student call his mom at work to inform her that he hadn't done his homework or been prepared for class all week." -Michael Prendergast, Art Teacher at Da Vinci Science, 12th year teacher-
- "I didn't have a lot of stand alone hw assignments. Most were part of something bigger that needed to be done eventually. Also, never giving busy work helped kids to see the value of what I asked of them. I also held them accountable for the homework in class the next day. For example, if they had to read a chapter, they got credit for reading logs, which were just their notes and questions so it could make sure everyone understood the reading and the notes were then used for the essay and my project at the end of the novel. There would also be a reading

quiz at the start of the period. So if you didn't read for homework, you really were hurting yourself on so many levels. As for participation, I rarely call on volunteers. Creating a culture of calling on non-volunteers means everyone comes to see that they need to know what is going on. Biggest way to "control" teens is to use what they fear most...looking bad in front of friends. At the same time, I never made someone feel bad for not knowing..I just had them listen to another student or check notes and then came back to them to try again...so they never got off the hook by saying " I don't know. " I just prod until they get something out so they feel successful. -Tali Sherman, ELA Teacher at Lloyd Continuation High School, 15th year teacher-

Strategies to Modify the Behavior:

- Positive Reinforcement- Teachers are often frustrated because a student is not participating and automatically resort to threatening by calling home. Rather than use these threats, why not try to redirect the attention? Ask the student if they need help, if they say no, then ask the student if they understand the assignment. Most of the time, they are not willing to admit this information out loud, but will do so if you come over personally to speak to them.
- Plan accordingly- Sometimes students do not understand the content taught in class and therefore they do not do the homework. One way to combat this is to plan accordingly. This means that a teacher should cater to the different types of learning such as visual, kinesthetic, and auditory. By ensuring that a child understands the material presented, you have a higher chance of the student completing the homework and participating in class.
- Have a plan and stick to it- At the beginning of the school year, a teacher should have created some kind of contract or a list of rules that both students and parents should abide by while they are a part of your classroom. A teacher must ensure that homework completion is on this list, along with the consequences that are to follow when not completing homework. A teacher must then follow through with the consequences.
- Parent communication- Make sure to have communication with parents. Do not call about every single little thing that a student does wrong. Keep the communication balanced, and also call about the positive things.
- PBIS- Find out If your district or your school site has a PBIS (Positive Behavioral Intervention Supports) program set up. This can contribute to overall student cooperation. When the school has a support system in place, it is easier to encourage students to participate in class and become active in classwork and homework to earn school merit points.
- Make students a part of the solution instead of a problem- Talk to students to see if they can help you bridge the gap between what you're teaching them and what they didn't learn from your lesson. A student might also find your work to be too challenging or too easy for them. Sometimes they might need additional help outside of the classroom such as tutoring, or if they are not at grade level or an ELL student, they might need a specialist who can help them get closer to a goal that needs to be set.
- Positive Mindset- A teacher who believes in themselves and their classroom is the right kind of teacher for this kind of student. A teacher should have a positive mindset in wanting to make sure that all students achieve their goals. If a teacher makes sure that the students in the classroom feel comfortable and welcomed enough in a classroom, they are more likely to participate and want to do homework. If a teacher already has a negative mindset towards a

specific class or student, the student feels that they should not try in class because the teacher already has a negative mindset.

- Personal Connections- Sometimes students are just misunderstood. A teacher should take their time to get to know their students. There are boundaries of course, but sometimes just finding common ground can establish a common ground classroom. Try to find out students interests and even maybe shape lessons around them, or even talk to them once in a while about current events about their interests. These types of communications might be something they are lacking as they might not be receiving the attention they want.

Online Resources:

- <http://www.nea.org/tools/ClassroomManagement.html>
- <https://www.teachingchannel.org/?national=1>
- <https://www.pbis.org/>
- <http://www.ascd.org/Default.aspx>
- <http://www.teachhub.com/>
- <http://www.edweek.org/ew/index.html>