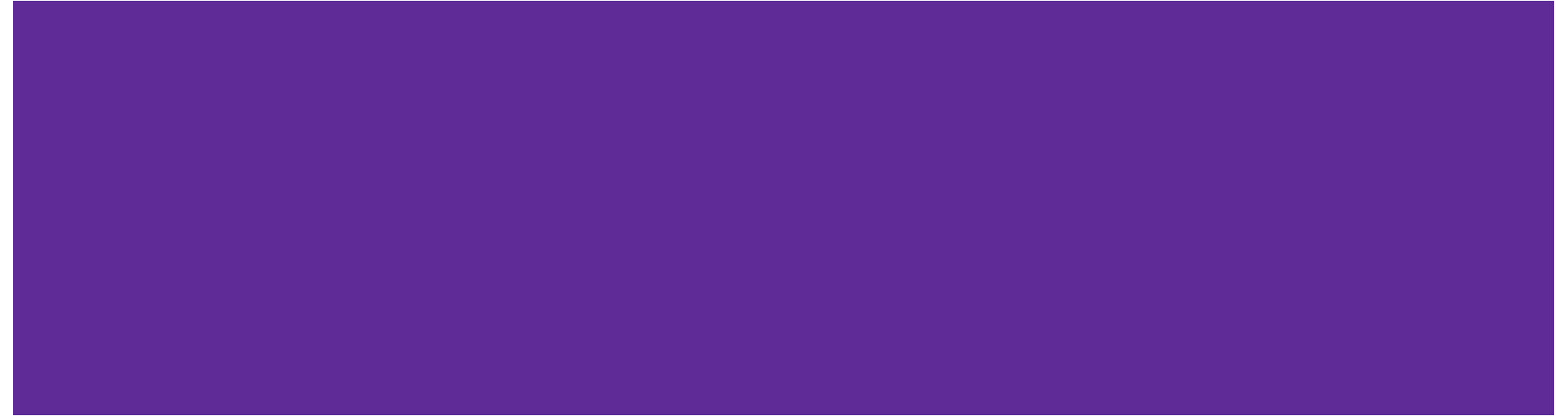


# CEP 832-ABC Project

Gabrielle Giles

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## **Student Identification and Behavior Issues**

Student: TL is a 2nd grade male with ADHD

Special Education and IEP for Reading and Math

Shout outs, inappropriate language, violent and aggressive, distractible, hyperactive, impulsive, struggles to sit still or near desk space

Current Teaching Stance: frustrated, distracted by his outbursts and behavior during instruction, feeling a lack of control over TL

# Data Collection

NWEA Scores: 20th %ile



## Time Sampling Assessment During Science:

-Rummaging through desk, sketching in desk, shout outs, standing, walking, hiding toys, kicking his desk angrily, distracting sounds, emotional, ended up being moved to the cool off

TL	YES	YES	NO	NO	NO	NO	NO	NO	NO
MP	YES	NO	NO	NO	NO	NO	NO	YES	YES
JN	NO	NO	NO	NO	YES	NO	NO	NO	NO

# Behavior Strategy Plan

- Homework emails with Grandma
- Water breaks or writing notes to teacher when upset or agitated
- Walks with TA
- Location/Seating Arrangement: work at back table, work in hallway with clipboard, work in corners of room with clipboard, move desk away from others
- Given blue desk divider to keep during assessments
- Jumpropping
- Brain breaks between each subject: jumping jacks, ipad time, dancing

# Strategy Effectiveness

- Longer time on task
- Behavior still not meeting expectations, however better behavior and attitude overall
- Happier and confident
- I would recommend the strategies to my colleagues, and I have in fact shared it already with teachers struggling with challenging students similar to TL

# Professional Stance

- Relationship is stronger between the two of us
- More in control
- Comprehension improvement within Reading and Math
- Classwork grades increase

## References

Brophy, J. E. (1996). *Teaching problem students*. New York: Guilford Press.