

Jessica Williams
Part D

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Summary

Throughout my anecdotal records, I have learned that Jacob is an overall great student that wants to contribute to the classroom in many ways. He appears to want to be an active member of the classroom environment. Jacob does, however, show a consistent pattern of not completing his homework on time. There has been a clear pattern of passive misbehavior that interferes with his academics, especially his homework. He appears to be a passive power seeker, which is shown through his constant habit of not completing homework assignments on time. I have learned that it is evident that Jacob is lacking skills such as, following instructions, deciding to do something, bringing his materials to class, and completing assignments. The main social skill that appears to be difficult for Jacob to acquire is completing assignments on time.

This behavior often occurs during recess because Jacob frequently has to stay in for recess to complete work that is past due. The major consequence for Jacob is staying in for recess to complete his overdue assignments. Therefore, the goal of the behavior is mainly because he seems to forget to do the assignments, which constantly results in staying in for recess. The behavior could be triggered because of many things; for example, he could have simply forgotten to do the assignment. He also could have simply not understood the material or something at home could have been a factor in why he had not completed the assignment.

In an ideal situation, I would like to see Jacob begin to complete homework assignments on time, so he will be able to go out for recess. I want to see Jacob correctly

use his “Work to be finished” folder by only putting work that needs to be finished in the folder and then later organizing his time to finish these assignments. I want to see Jacob making better choices when it comes to completing work at home. I would like to see an improvement in Jacob’s social skills, such as completing assignments. I would like to see Jacob become more organized and responsible, which would result in Jacob completing assignments on time.

Jessica Williams

Part 2

A.

While observing Jacob, I have learned that he is an overall great student that wants to be an active member of his classroom community. I have noticed that Jacob repeatedly does not complete homework assignments on time, which always results in him having to stay in for recess. Jacob seems to have trouble organizing what tasks need to be completed and when they need to be handed in. I have noticed that Jacob says that he forgot to do his homework, which shows me that he has difficulty with remembering to complete homework assignments. I would like Jacob to become more responsible and organized, so he will be able to complete his assignments on time. Being able to go out for recess will benefit Jacob because he is overweight. Therefore, he will be able to take that time during the school day to be active. By utilizing these anecdotal records, I believe we can create the appropriate accommodations and modifications in order to help Jacob become more responsible and organized.

B.

There are many questions that can be raised from this situation with Jacob. Below is a list of questions that have been introduced about Jacob's behavior.

1. Is Jacob really "forgetting" to do his homework, or are there other possible reasons?
2. What is the true incentive or motive for Jacob's behavior?
3. What other consequences can there be for Jacob, when he does not hand in his homework on time?
4. Is the consequence of staying in for recess being effective?
5. What are some strategies that can help Jacob become more organized?

6. What are some strategies that can help Jacob turn his homework in on time?
7. How can we help Jacob improve the social skills that are lacking in this situation?

C.

Throughout the beginning of this school year, we have been using different strategies to help Jacob complete homework assignments and hand them in on time. We have been focusing on strategies that are supposed help Jacob become more organized. Such strategies are as followed:

Through my research, I have discovered that Jacob appears to be a passive power seeker, according to the Four Goals of Misbehavior, (Alberts, 2003). According to Alberts, “passive power seekers have a variety of quiet, but effective, ways to challenge their teachers,” (2003, p. 42). Though my observations, I have noticed that Jacob does not act out; he simply says that he forgot to do his homework. At times, I feel that many teachers may not see this as misbehaving because he is not causing a scene; he is merely saying what we want to hear, (Alberts, 2003, p. 42).

My first strategy is that I have come to realize that in order to help Jacob, I need to believe the behavior and not the words, (Alberts, 2003, p. 42). Even though I want to be idealistic, I have come to realize I need to be careful when Jacob says, “‘I will’ and then proves by subsequent actions ‘I won’t’” (Alberts, 2003, p. 42). Therefore, my first strategy is taking the step to realization that Jacob’s behavior in this situation needs to have a more effective disciplinary action. Jacob is choosing not complete his homework assignments and I need to work to change this. Jacob frequently says, “I forgot to do (the

homework assignment).” Frequently forgetting to complete assigned work is an inappropriate behavior.

Another strategy I have tried is “allowing voice and choice,” (Alberts, 2003, p. 49). According to Alberts, “What they (the students) want most is for us to listen to their concerns and ideas. When we can respond to their ideas by giving them a choice of options, they know they’ve been heard and that we’re on their side,” (Alberts, 2003, p. 49). For the next book report, the teacher and I sat down with Jacob and discussed a due date that worked for him.

By giving Jacob the power to decide the due date for his book report I am also using Alberts’ strategy, “grant legitimate power,” (Alberts, 2003, p. 49). “When we implement a hands-joined management style and involve students in the decision-making process, we are giving them the legitimate power that helps prevent power struggle,” (Alberts, 2003, p. 49). However, this strategy may not have been as effective as I had hoped. One day last week he realized that he needed another extension on this book report. We discussed and agreed on a due date that worked for Jacob; however, he still needed to have an extension on the due date that he created. We discussed why he needed an extension and how long he feels his extension should be. Working this out with Jacob will hopefully help him feel more responsible and he will be more willing to complete his work on time. If Jacob feels that he has a sense of real responsibility, hopefully he will be less likely to “strive for power in destructive ways,” (Alberts, 2003, p. 49). This is also another strategy I have tried. However, it will take some time and more observations to notice improvement and see success.

Another strategy I have tried that I am not sure is effective or not is acknowledging Jacob's power, (Alberts, 2003, p. 65). "When we give up control, the student has nothing to resist," (Alberts, 2003, p. 65). After this is established, we can use a consequence to influence Jacob to choose a more appropriate behavior, (Alberts, 2003, p. 65). I have said to Jacob, "Jacob, I can't make you do your homework." This gives Jacob the opportunity to choose an appropriate behavior, which would be that he would choose to complete his homework assignments on time.

The teacher and I had also had conferences with Jacob during recess, where we discuss how he thinks we can improve this situation. We gave him choices and discuss his strengths, weaknesses, and behavior both appropriate and inappropriate. We have had more than one conference, but I am not sure if these conferences with Jacob have been helpful for him (Alberts, 2003, p. 67).

Throughout my observations while Jacob is doing his homework during recess, I have heard him say, "I can't do it because ____." Many times, "every logical explanation we give he finds another rebuttal," (Alberts, 2003, p. 69). There have been times where I help him with a math problem that he says he cannot do. I then respond with a positive statement refusing responsibility. It depends on the situation, however, many times I do not feel this strategy is useful in Jacob's situation. This may be because in reality help really is needed, (Alberts, 2003, p. 69).

In Jacob's situation, we have had him stay in for recess as the reasonable consequence. However, he frequently stays in for recess, which is showing me that this consequence may not be as effective as I would like it to be. I feel that staying in for recess is a reasonable consequence for Jacob's actions, (Alberts, 2003, p. 74). However, I

am concerned that this consequence is not having a beneficial effect on Jacob's behavior, (Alberts, 2003, p. 78).

We have also created a folder for Jacob called "Work to be finished." This strategy is to help Jacob become more organized and to help him remember if he has work or not that needs to be completed. However, (look at observation #2) when going through Jacob's "Work to be finished" folder, there are papers in the folder that are already finished and some that are already graded that need to be sent home. Therefore, I am not confident that this strategy is helping Jacob be more organized. I hope through this conference we will be able to create new strategies that will help Jacob become more successful academically.

D.

According to Charney, "an individual student contract can help when reminders and redirection have little impact on unwanted behavior. Such behavioral contracts ... focus on a child's strengths and capacity for self-control rather than giving negative orders," (2002, p. 340). I have established a positive agreement with Jacob to work together to accomplish my expectations of him completing assigned work on time. The teacher has meet with Jacob's mother to discuss and assure mutual understanding and agreement on Jacob's behavior. The teacher discussed, "the methods of evaluation, the markers for success, the celebration, and the consequences," with Jacob's mother. This is one way we have communicated with Jacob's family.

Another way to keep communication with Jacob's family is to have Jacob's mother sign Jacob's assignment notebook or agenda every night. This will show that Jacob and his mother have gone over what is due for the next day. There is also a spot in

his agenda where the teacher and the parents can write notes, questions, or comments to each other. The teacher and Jacob's mother both agreed that there will be weekly updates of Jacob's positive and negative behavior. These updates will be over the phone and will be at the end of each week. Hopefully maintaining communication with Jacob's mother will help Jacob improve his behavior, resulting in him completing homework assignments and handing them in on time.

References

Albert, Linda. Cooperative Discipline. AGS Publishing: Minnesota, 2003.

Charney, Ruth. Teaching Children to Care. Northeast Foundation for Children: Massachusetts, 2002.