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### Anecdotal Record # 1

#### **Behavior Pathway**

<b>Antecedent</b>	<b>Behavior</b>	<b>Consequence/Response</b>
Students are out at recess playing a football game. A touchdown is scored	Daniel is playing football with the other students	Daniel responds abruptly after a student makes a comment
	He becomes involved in a small argument with the student	The teacher on duty attempts to converse with Daniel about his behavior.
	Daniel continues crying and his stomping is feet. He will not speak to the teacher.	Daniel is asked to go stand against the wall until he can calm down and is ready to speak to the teacher

#### **Behavior Pathway Chain**

**A→B→C→B→C→ B→C**

Daniel was out at recess when he reacted inappropriately to the comment that was made by another student, resulting in a small confrontation. The teacher on duty begins to speak with Daniel about the incident. As soon as she asks for an explanation of the situation, his behavior escalates as he refuses to talk, and continues to stop his feet and cry. The teacher then asks Daniel to take some time standing against the wall so that he can calm down.

#### **1. The Function the Behavior Serves:**

Since Daniel's reaction was immediate; he may have been impacted by the comment enough to give the other student such an abrupt response. It is possible that the student was looking for some attention from other students participating in the football game. I could also

hypothesize that this Daniel's behavior was a response to him defending himself when he was approached by the other student.

## **2. Impact of Setting/Context:**

The student's behavior occurred during outdoor recess. The students had just gone outside and there were several groups of students playing around the school yard. Daniel was amongst a group of students who were participating in a self organized football game. It is possible to hypothesize that due to the large number of students in the school yard, and only a few teachers on recess duty, Daniel was less reserved in his actions and gave a more abrupt response to the student who commented to him.

This is most likely the most "casual" part of the student's daily schedule and in this sort of setting it is easy for the children to interact with each other, as well as with students from other classes.

## **3. Impact of Antecedent:**

It is possible that Daniel's reaction/behavior stemmed from a comment that was directed towards him by another student, after a touchdown was scored during the football game.

## **4. Impact of Consequence:**

Daniel was asked to stand against the wall to calm down as his consequence; this was after the teacher on duty tried talking with Daniel about what had happened. I could hypothesize that this consequence did not necessarily help Daniel to calm down, and that it did create more frustration for him. He continued to cry and talk out as he was standing against the wall

therefore, I would also assume that a more appropriate consequence would have been to have him go back inside, perhaps to the guidance office. This way, he would have been able to calm down after being removed from the place of the incident.

The consequence may have been less frustrating for Daniel if he had not been singled out by the teacher on duty. It may have been more productive if she had called both boys over and attempted to have some sort of mediating conversation in order to hear both sides of the story but avoid creating further conflict or tension between the two boys.

#### **5. Evidence of Missing/Required Social Skills:**

I would definitely say that it is safe to assume that some additional social skills may have helped Daniel cope with this situation. While he was able to express his feelings, he did so in a rather abrupt manner to both the student and teacher involved in the situation. Daniel is in need of learning how to control himself and express his feelings rationally. I can certainly hypothesize that if Daniel could learn how to better express his feelings he would be given the opportunity to have his thoughts more clearly understood by others. He also would have more time to think about how his actions and feelings affect his behavior and as a result he may be able to develop ways in which he thinks about his actions prior to the misbehavior.

## Anecdotal Record # 2

### Behavior Pathway

Antecedent	Behavior	Consequence/Response
The students are seated on the carpet at the teacher completes a read aloud.	Daniel is talking to another boy who is sitting next to him.	The teacher asks both boys to please quiet down.
	Daniel and the other boy continue to engage in conversation.	Daniel was asked to separate himself from his friend, and move to another part of the carpet.
	Daniel called out, stomped his feet, crossed his arms, and made his lip into a pout. He then sat on the ground and rocked back and forth.	Daniel is then asked to return to his desk. He was asked to return to the carpet for reading time after he calmed down, so that he would no longer be a distraction.

### Behavior Pathway Chain

**A→B→C→B→C→ B→C**

Daniel was disregarding the rules during reading time and was involved in a side conversation with another student. He was asked to stop engaging in the conversation. He continued to talk and the teacher then asked him to find another spot on the carpet. His behavior escalated as he called out, stomped and pouted. After continuing to act out, the teacher asked him to take a seat at his desk, calm down, and return to the carpet when he was ready.

#### 1. The Function the Behavior Serves:

When Daniel was first asked to quiet down during reading he chose to talk to other classmates, he was warned once by the teacher and eventually asked to move to another part

of the carpet. Daniel immediately became upset and declared that his punishment was not fair. I can hypothesize that Daniel felt that it was okay to continue to talk to his classmate during the reading period so long as he could not be heard by the teacher. Another hypothesis I would make is that he spoke out declaring “I wasn’t talking this is not fair” to defend himself in front of his other classmates and possibly avoid feelings of embarrassment.

## **2. Impact of Setting/Context:**

The student’s behavior occurred during reading time. The students had just returned from recess. They know to come into the classroom and take a seat on the carpet, and that when the teacher begins to read it is time for quiet and listening. Daniel had seated himself next to his friend and therefore became distracted as he continued to talk to his friend.

## **3. Impact of Antecedent:**

I can hypothesize that Daniel’s reaction/behavior stemmed from being addressed by the teacher in front of the entire class. And also, from the idea that he immediately became defensive and refused to acknowledge that he was the only student talking.

## **4. Impact of Consequence:**

Daniel was asked to move himself to another part of the carpet where he would no longer be distracted or be a distraction. When he continued to act out and distract the other students the teacher then asked him to move to his desk until he was ready to come back and pay attention. I could hypothesize that this consequence (just like in anecdotal record #1) did not necessarily help Daniel to calm down, and that it did create more frustration for him. He continued to pout

and stop his feet, and draw attention to himself as he sat in his new spot. I will also hypothesize that having Daniel move to his desk first might have been an appropriate consequence. This way, he would have had the opportunity to step away from the carpet full of students as the teacher read and may have been able to calm down and join the group.

#### **5. Evidence of Missing/Required Social Skills:**

It is evident in observing this incident that Daniel is certainly lacking respect for both his classmates and his teachers. Daniel needs to better learn when the appropriate times are for talking and for listening. It seems that when he is reminded of his lack of respect he becomes defensive as if he is getting in trouble, as opposed to understanding that all that is needed of him is a redirection of his behavior and is being given a reminder of what the task at hand is. In this case, the task at hand was the reading that the teacher was doing and instead of using the teachers warning as a reminder of quiet time he continued to be disruptive and ultimately had to face a consequence.

### **Anecdotal Record # 3**

#### **Behavior Pathway**

<b>Antecedent</b>	<b>Behavior</b>	<b>Consequence/Response</b>
Daniel brings a bughouse to school. There is a live spider inside of it.	Daniel places the bughouse on his desk during the spelling test.	The bughouse becomes a distraction for Daniel and the rest of the students.
	Daniel points out that the spider is moving around in the bug house and grabs the attention of students taking the spelling test.	The teacher asks Daniel to put the bughouse on the back table.
	Daniel questions the teacher as to why he is being asked to move the spider.	The teacher re-states that the spider is too much of a distraction for the students and that it needed to be moved.

#### **Behavior Pathway Chain**

**A→B→C→B→C→ B→C**

Daniel brings in his bughouse with a live spider inside. When it is time for the spelling test he decides to place the bughouse on his desk. He becomes distracted by the spider during the spelling test, and calls attention to it, causing the other students to lose focus. The teacher asks Daniel to put the bughouse on the back table and he then questions why she is asking him to do that. She explains that the spider is causing too much of a distraction to the students during the spelling test, and that is why it needed to be moved.

### **1. The Function the Behavior Serves:**

Daniel acted out after being asked to put away his bughouse, which was holding a spider that he had brought into class. I can hypothesize that he acted this way because he was feeling proud of what he was able to bring in to class, and was looking for a little bit of acknowledgement and attention from others. Since Daniel did not fully understand the distraction it was causing he felt offended after being asked to put it away. The teacher had to remind him that the focus was supposed to be in class, and not on the spider that was sitting on his desk.

### **2. Impact of Setting/Context:**

Daniel's behavior occurred during the spelling test, a routine that the students are familiar with. He should have known that it was time for listening and quiet as he and the students worked on their tests. Instead, he continued to sit at his desk and drew attention to the spider, and himself, by telling the other students that I was moving around inside of the bughouse. Since they students were sitting and their desks and were in a spelling test, Daniel took a more sedate response to the teacher's request. Although he challenged what she was asking, he did not cry, stomp, pout, or cause any more distractions.

### **3. Impact of Antecedent:**

I can hypothesize that Daniel's reaction/behavior came from being asked to remove the spider from his desk and set it in the back of the room. As a result, he questioned the teacher and demanded to know why the bughouse needed to be move. She needed to



remind him that it was not only causing a distraction to him, but to the rest of the students.

#### **4. Impact of Consequence:**

As a consequence to having drawing attention to himself and to the spider on his desk, Daniel was asked to simply place it on the back table for the remainder of the spelling test. I can hypothesize that this consequence, while Daniel may have not wanted to move the spider, allowed him to see that it was indeed causing a distraction to him and the rest of the students and that the spelling test was the task at hand and needed to be completed quietly and without distractions.

#### **5. Evidence of Missing/Required Social Skills:**

It is evident in observing this incident that Daniel is lacking some respect for the teacher, by questioning her decision to have him move the spider and that he is also missing out on the idea that although they are completing a weekly spelling test, the room still needs to be quiet and free of distraction so that all the students can complete the test. In this incident Daniel did not act out abruptly, and although he did question the teacher she was able to remind him of the reason that she was asking him to move the spider from his desk.

## **D. Summarization**

Reading the anecdotal records about Daniel allowed me the opportunity to better understand his behaviors as a student during his time at school. I also was able to see many similarities between the Daniel's behavior in these various instances.

Daniel certainly has a pattern in the way that he reacts to certain situations. Outside at recess and inside during ready time, he reacted by calling out, crying, stomping his feet and pouting. He tends to refer to the situations he is caught in as "not fair" as soon as a consequence is place upon him. I believe that the main reason that sparks this reaction in Daniel is that he becomes defensive of himself and struggles to understand why he is the only one facing a consequence especially if there are others involved. (The other students on the playground in record # 1, and the boys he is talking with in record # 2).

His misbehaviors are often triggered by the words or actions of others, in all three instances it was either triggered by his reaction when approached by another student or a teacher. He always has a response for the student or teacher that is in the situation with him. For example, in all three anecdotal records Daniel continually questions why he is being punished as opposed to taking the time to calm down and either think about or move away from the situation at hand.

While I do not believe that Daniel has any extreme behavioral issues, I do think that he is certainly in need of some sort of goal setting or intervention plan. Daniel seems to fall into patterns of misbehavior when his behavior is being addressed or corrected. It seems that he may take some offense to this, and does not fully understand how to handle the ways in which his teacher addresses his behavior. What I believe Daniel needs is the ability to thoroughly think about his behaviors, ideally before he chooses how to act. For example, he should be able to

think of the consequence of talking during quiet reading time. This way he would be able to stop himself from having to have his behavior addressed and/or re-directed.

Daniel could also strongly benefit from learning that when his behavior choices are brought to this attention it is not because he is a “bad student” who needs to defend himself, but that it is simply a way for him to receive a reminder from the teacher. Daniel needs to learn how to redirect his behavior based on the cues given to him by the teacher, and that if he is able to learn how to do that he can avoid a great deal of the frustration and anger he feels when he has to separate himself from the class or group at recess.

Overview: Daniel’s behaviors seem to vary from mild to a little more extreme. It seems that there have been several instances where he has not hesitated to express any sort of anger, or frustrations. He seems to draw attention to himself in each of these situations; his attention getter has been both the antecedent and his behaviors. In thinking of an intervention plan that would be successful for Daniel, I would suggest something that allows him to develop his social skills, I would also implement a goal system for him that allows him to gain some independence by being responsible for tracking his behavior (there will also be teacher guidance). Daniel also needs to be provided with options that will allow him to have several different outlets to choose from when his behavior is escalating.

#### **D. Behavior Intervention Plan**

##### **The Function of the Behavior:**

After observing the anecdotal records of Daniel, a third grader, it is evident that there are several identifiable patterns in his behaviors. Daniel seems to respond immediately in a defensive manner whenever he is asked to redirect his behavior. He appears to become offended

and instead of quietly obeying what is being asked of him he possesses tantrum like behaviors which ultimately draw the attention of his classmates, and also continues to take the teacher away from working with the entire class.

In order for Daniel to begin to learn how cope when his behavior is redirected I would first suggest that he have a one-on-one conversation with the teacher. This conversation will hopefully allow him to express feelings he has about his days at schools, as a third grader, he should be able to identify and explain how he feels during certain parts of the day. Working with Daniel may also help the teacher to develop a social skills lesson with Daniel. It might be a discussion that revolves around prompts that Daniel is given, or it may even involve a role play between the teacher and Daniel

I might also ask Daniel if he would be willing to work with me, and set some goals. Having short term goals can greatly benefit the student. He will have goals to work towards that will keep him focused and will also be able to monitor himself as progress is being made. Ideally, as he begins to make progress he will immediately start to feel as if he has the ability to reach each goal that has been set.

The following are some of the short term goals that I would suggest for Daniel:

1. Take a deep breath and find the teacher. If you are in a situation with another student that you think might frustrate you easily, simply walk away and ask a teacher for assistance.
2. If the whole class is learning together and you are being talked to/distracted by something or someone you may ask the teacher for a small task, or may choose a new location to do your work.

3. Look for the signal. If the teacher sends you the private signal, think about how to redirect your behavior. Take some quiet to continue your work and if you need to take small break you may do so.
4. If you are asked to redirect your behavior, take a deep breath and do so quietly. If you would like to talk to the teacher later, tell her and she will be happy to do so.

These goals set for Daniel can certainly begin to help him as long as he is willing to use them. I avoided setting too many short term goals because this may overwhelm him. Of course, with short term goals it is important to think about the use of long term goals. I would also suggest using long term goals for a student like Daniel, but it is also important to remember that it is possible for him to be successful using these short term goals.

### **Adaptation to Classroom**

In order to make sure that Daniel's intervention plan has a good chance of working I might make some adjustments within the classroom. First, I might make sure that his seat is in a place where he doesn't feel isolated, but also won't be distracted by surrounding students. I will also make sure that there are small tasks that will be available to him helping to staple paper, watering plants, and hole punching are a few things that he would be able to help with during class time if he needs to take a small break. I will also make sure that the signal that is developed between him and his teacher is private, this way, he will know that none of the students are picking up on it and it is not drawing any attention. Everything Daniel needs in order to keep track of his behavior will be available

to him in a folder, his goal lists and behavior tracking sheets for example, and he will be able to access it when he chooses to do so.

### **Attention to the way I talk with/respond to the Student**

I believe that Daniel would benefit largely from positive reinforcement. Although I would want to be sure that if he is given “the signal” or is asked to re direct his behavior that either of those are then followed with a small gesture of positive reinforcement. For example, if Daniel is talking during reading time I will give the signal, if he responds to the signal by either stopping the conversation or moving his location I might then say “I can see that Daniel, and everyone else is listening carefully to this story”.

I would make sure to continually check in with Daniel, on a weekly basis, to take out his behavior goals and charts and see how he is progressing. This also might prove to be a good form of positive reinforcement, if he is being successful.

If Daniel has a day where he is not attempting to meet any of his goals, or is having challenges with his behavior I may talk to him about how he is feeling that day. I may simply ask “Daniel, how are you feeling today?” “Is there anything that we can do that would help get you back on track?” I might also say something such as “You have been making such a great effort lately, and it really shows! Let’s see if we can make today a great day”.

During this entire process I feel that is important to remind the student that is okay to talk to myself or the teacher. He needs to be assured that the adults helping him meet his short term goals are indeed working with him as a team and want to see him succeed.

## **Involvement of Student in Processing Situations**

I or the teacher would meet with Daniel on a weekly basis. At this meeting, we would talk about the ways in which Daniel is showing progress and continue to encourage him. We would also ask Daniel for feedback about the way he has been feeling and how he is working to meet his short term goals. At these weekly meetings we will also make sure to make any changes that will further help Daniel as he works to meet his goals. During this time we will use any materials (charts, behaviors evaluations etc) to actively chart Daniel's progress. There will be a set available for the teacher as well as for Daniel.

## **Interventions**

Some "short and sweet" interventions I may use for Daniel are:

- The signal (most likely a hand motion)
- Asking Daniel if he would like to help with a class duty
- Allowing him to take a small break (a walk to the office or to get a drink)
- Using a second hand signal when I would like him to move is spot (during reading times)
- I will also do subtle things such as call his name to read or to get his attention during large classroom instruction.
- I will also make sure that during any partner/group work Daniel is paired with (a) student(s) for which he is likely work well with.
- As a "time out" consequence I may have him stay inside during only the first 10 minutes of recess (he can help with a class duty or work on

homework). For each additional time this is needed I will add on more time, but would like to avoid taking away the recess privilege.

### **Record Keeping Plan**

In order to ensure that Daniel stays on track and is able to meet his short term goals I would devise a chart for him to use over the course of a several weeks with which he can self monitor his progress. It might look like the following:

Week #	Goal #	What did I have trouble with this week?	What worked well for me this week?	How did I do?
1	1 (description of goal)			
2	2			
3	3			
4	4			

Having Daniel fill out a chart like this on a weekly basis will not only help him track his progress, but will help to realize that it is possible for him to have control over his behavior



choices and actions. He will be able to fill in the chart using his own notes, and sentences and will also be able to complete a reflection (either verbal or written) with the teacher. These charts and reflections will be kept and can be used to not only view his progress, but to further develop any additional behavior interventions that may need to take place in order to ensure that he continues to be a successful student.

# Behavior Project

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