

Behavior Management Plan

Date: August 19th, 2022 **Duration of Intervention:** 2 months

Student: Renee **Class/Grade:** 3rd grade

Description of Case Study:

Renee is in the only gifted classroom in grade 3. However, she may be put into a different class if her behavior doesn't improve. Renee is very demanding of the teacher's attention. Renee is loud and disruptive. Oftentimes, other students' parents have called to complain because of what they've heard from their children in the class. For instance, other students have complained about being bothered by Renee. Renee often gets angry and uses inappropriate language if she's not acknowledged. Renee's parents are not in agreement that her behavior has crossed the line. Most recently, when the teacher was taking recess away from Renee, Renee spat in the teacher's face. The principal is trying to be sensitive towards the situation because Renee's father lost his job 6 months ago. The family is under a lot of financial stress that could be causing Renee to act out.

Goals:

1. Renee will regulate her BIG emotions better.
2. Renee will improve her ability to work harmoniously with others.
3. Renee will raise her hand to speak in the class and speak at an appropriate volume.
4. Renee will use appropriate language during the class.

Target Replacement Behaviors:

1. Renee will use a BIG feelings journal to learn how to express herself in a positive way.
2. Renee will raise her hand if she wants to speak during the class and be given a gentle oral reminder to watch her noise level.
3. Renee will be given a guideline on appropriate phrases and actions to utilize when feeling big emotions in class.
4. Renee will engage with other students kindly and ask how they are feeling.
5. Renee will count to 10 if she's upset at an outcome and self reflect on what she could have done to avoid it.

Student Feedback:

1. Renee is willing to write down her big feelings in a journal when they arise. However, she doesn't want to feel alienated in class being the only one who is writing these feelings down. Moving forward, when any student is having a big feeling, they are encouraged to write them down in a journal to help them process it. (This is to help Renee's parents who have accused the teacher of treating Renee differently)
2. Renee has a difficult time understanding what is okay to say and what isn't okay to say in class. Because there are financial stressors at home, her parents could be displaying inappropriate language when upset. Renee feels acting in such a way is normal. However, Renee is open to learning how to respond in an appropriate way.
3. Renee doesn't like being in trouble and feels that she must yell more when she is being talked to about it. It's important that the adults in the classroom are leading by example with appropriate ways to handle issues.
4. Renee desires more attention from the teacher. Renee is interested in learning how to garner positive attention from the teacher.
5. Renee wants to be friends with her peers, but needs to learn how to treat others. Renee is willing to adjust how she speaks to her fellow classmates so that they all have an improved classroom experience.

Methods to Monitor:

1. Weekly journal check - Renee will show the teacher her documentation of her big feelings that she's felt each week. Renee will level up in Class Dojo each week when she does this.
2. Noise tracker - To help Renee speak in an appropriate volume, there will be a noise tracker that lets you know when you've spoken in an inappropriate classroom volume. If Renee (or anyone) disregards it more than 3 times in a day, she will lose Class Dojo levels.
3. Behavior tracker - The teacher will make a list of the positive behaviors that Renee did in each class and Renee will think on other behaviors that she could have handled better. The teacher will discuss different ways of handling the emotions using the guidelines that were introduced earlier. Renee will have one-on-one time for 5-10 minutes after class where they go over these.
4. Positive class wall - Throughout the week each student can jot down something nice another student did for them. At the end of each week they'll go over these as a class. This will be a visual representation of how/if Renee was kind to fellow students and helped rather than disrupt. The teacher will take a picture of the classroom wall each week.

Family Communication:

1. Renee will take home an overview of the behavior tracker each week that will be signed by the parents. The paper will give an overview of the positive things Renee did that week and how she's improved in other problem areas.
2. The parents are given office hours and the teacher's email address to contact with any further questions or to arrange an appointment with a third party.
3. The teacher will keep a record of all positive and negative behaviors throughout each class with dates and times. If any more serious issues arise, the teacher will show the parents the documentation.
4. The parents will be given access to Renee's BIG feelings journal to see her growth.

Follow Through:

1. There will be a meeting with the parents, the principal, and the teacher to go over expectations for the next 2 months. They will also go over what will happen if the behavior stays the same, if Renee doesn't participate in the strategies, and if her behavior worsens.
2. Renee will have 2 months to show significant improvement. If after 2 months the behavior has stayed the same or has gotten worse, Renee will be asked to move to the non-gifted class.
3. If issues arise with the parents, the teacher will hand give them the behavior tracking notes that have been taken.
4. If Renee doesn't utilize her big emotions journal and the behavior continues, Renee will be given a warning. If Renee is given 3 warnings, she will level down in Class Dojo.