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For my challenging behavior description, I am going to focus on one student who displays a multitude of challenging behaviors. Although I am focusing on one particular student, this student is just a representative sample of the many behaviors I have to address with many different students.

Tahmius is in my 10th grade Biology class, but he is a 9th grader because he did not earn enough credits to progress to the 10th grade. Tahmius struggles with school, and I believe that his behaviors are a defense/coping mechanism to deal with his academic struggles. One behavior that he displays is outright defiance. When asked to take off his headphones and put his phone away, he will stare at the screen and pretend like he did not hear me. Continued pressure will cause erupt and throw a fit, what I call a teenage temper tantrum. The cries and gripes of the toddler are replaced by expletive language directed towards the adult. He also has frequent run-ins with our security guards, often when they are trying to get him to return to class. In short, Tahmius rejects the notion of authority, and if you try to assert an authoritative presence over him, he will become defiant. In my class specifically, I have seen these behaviors and I have also seen him simply shut down completely. He refuses to do any work, and will not take any quizzes or tests. He took his midterm in twenty minutes, and filled in the short answer questions with nonsense answers. Tahmius does what he wants, when he wants, and I have had very little success with him. I have learned that the strict teacher mentality does not work with him, and in speaking with a colleague who works with Tahmius, she said, “you have to be firm, but always be firm with kindness. If he feels you are not being kind, he will blow up on you.” With this in mind I have tried a new approach, but will little success.

A meeting was called between his mother and stepfather, all of his teachers, the disciplinary dean and his assistant principal. During the meeting, each teacher had the opportunity to discuss their concerns regarding Tahmius in their class, both academically and behaviorally. This meeting was held at the end of

October. I saw that his behavior actually became worse after the meeting. In November, Tahmius was assigned to two days of ISS (in school suspension) in response to piles of disciplinary referrals the assistant principal had received from his teachers. I was told that the stepfather came in demanding that his son be taken out of ISS. In short, it appears that this child faces no consequences at home for inappropriate behavior, and therefore does not know how to behave properly in school. He feels that the rules do not apply to him, and the school does not have the support of his parents at home. His mother gave birth late December, so we are assuming that with a new infant at home, Tahmius is currently being held to even less standards at home. I spoke with the dean who informed me that they are planning to have another parent meeting soon.

Currently, I do not feel that I manage Tahmius well at all. He will get up and leave my classroom whenever he pleases. When he is in class, I give him the opportunity to do this work, but he is very resistant to any help; I have many other students in that class who need my help and attention, and I devote my time to them. If Tahmius were to reach out for help I surely would be available to him, but at this point I see it as a waste of time to devote time to him when he will defiantly storm out of the classroom or throw a fit, and it is distracting and takes away from the other students. I do not want this to occur, so I have resorted to simply leaving him alone; I do understand that this simply reinforces the behaviors that he is exhibiting, but I do not know what else to do.

One thing that I have learned about this student is that he is much more approachable on a one to one situation. He does not want to admit that he is struggling, but is mildly receptive to help when it is just us two. One of Brophy's attributes of effective socializers is "Acceptance of the Individual, but Not All of His or Her Behaviors." I think that this sums up Tahmius very accurately. If you approach him with caution and start a conversation, you can physically see the walls come down, even if it is just a little; you can see his eyes light up, and his posture relax. The other day he was exhibiting some challenging behaviors (refusing to take a quiz, and distracting other students) so I asked him to step out

into the hallway with me. Instead of getting right on him about the quiz, I asked him how he was enjoying his new baby brother. There was a registered look of surprise on his face but he mumbled out that things were “cool.” I asked him if he was getting enough sleep and he said he was. I felt that in this case I had diffused him, taken him down a notch, and now I could delve into my cause of concern. I asked him to take the quiz because why not just try? Anything is better than a zero. I could care less at this point about what he actually scored on the quiz, my concern was more about establishing the expected behaviors of class; that students are expected to take their quizzes and tests, and when they are done and expected to remain quiet and not be distracting to those students who are still working. To my surprise, Tahmius went back into the classroom, sat down and took his quiz. This was nothing short of a small victory for me.

Unfortunately, these victories are few and far in-between. It is so tempting to want to just throw him out of class. Often, my rationale is that he is not going to pass and will have to retake the class again next year, so I will not sacrifice the rest of the class for him. And I admit that I have resorted to this measure more often than not. I struggle with losing my patience easily, because it seems like everyday there has to be an issue. This is one thing that I am consciously trying to work on, as well as using skills to diffuse the anger and have an opportunity to speak with him personally. The challenge is that I do not have the time to dedicate spending five minutes every class taking him out into the hallway and going through the diffusion routine, I have twenty other students that need my attention! Where is the line drawn? The expectation is that after a few times of doing this he would modify his behavior, but unfortunately it is like everyday when he comes into class, we have started back at square one. Being firm but flexible is not something that I have found to be successful with this student. He rejects anything and everything he perceives to be firm. Taking the note from my colleague above, I always try to approach Tahmius gingerly and with kindness. If he feels you approaching with guns blazing then it is already over, he will erupt. Again, this can be so difficult to do, when he is really driving me up the wall.

The point I am currently at is as follows: I know what strategies are immediately but not permanently effective with this student, but often times I feel like my time and patience has been worn so thin that I result to dismissal from class. I am working on improving my own skills with patience and time management, but it is frustrating to have to engage in the same behavior modification day after day.

Another concern is the role of his parents, and their lack of support. I have made contact via phone with his mother on a couple of occasions to address some concerns about his behavior, his refusal to take quizzes and also his attendance (he is late almost everyday, and absent often). His mother told me that she will “try” to get him up in the morning so that he is on time for period one, and she did not address my other concerns. It appears to me that his parents’ stretch somewhere between permissive and uninvolved in terms of the types of parenting behaviors they exhibit. They were not supportive of the disciplinary actions taken by the vice principal, and it does not appear that there are consequences resulting from his teachers calling home. I do not feel that his parents are completely on board with working with teachers and administrators to ensure the success of their son.

The behaviors that I want to focus on chiefly are Tahmius’ volatility, and his ability to completely disrupt an entire class, and waste my classroom time, and working to diffuse this volatility instead of removing the student from my classroom. I would also like to work on my personal stance and reaction to when he is exhibiting particularly difficult behaviors. My personal stance can range from feeling passive aggressive towards the student to completely incompetent and overwhelmed, feelings of anxiousness, and even sometimes embarrassment over the situation. Often, I will feel develop feelings of resentment, and have such thoughts as “well he is going to fail anyways, why am I wasting my time trying to fix a problem no one else can see to fix either.” I have to remind myself that there are reasons for his challenging behaviors, and that I should not take his behaviors in my classroom personally. I also have to remind myself that I am not alone in this battle; my colleagues and his parents are displaying similar frustrations. The situation becomes challenging to my classroom and teaching because quite simply, it is

excessively disruptive. Losing five minutes of a fifty-five minute class period from arguing and engaging with this behavior might not seem like a lot, but factor this into an almost daily occurrence and I am losing quite a lot of valuable class time every week! Not to mention that after an incident has occurred, I have to allot more time into getting the class as a whole settled down and ready to get back on track. It also affects my personality with my teaching, because after an incident I am already drained, and do not approach the lesson with the same enthusiasm or rigor.

It is difficult to identify or predict when the problems will occur. I go to great efforts to always treat him with kindness, and warmth, in an effort to start the day off on a positive note. However, there are certain days when from the moment he walks into my classroom, I can tell he is going to be problematic. I cannot begin to predict what is causing this; he comes to my class first thing in the morning so I can only assume it would include some sort of altercation at home, or perhaps his new infant brother was crying all night and he could not get any sleep. As I have mentioned above, Tahmius has a very negative relationship with a paraprofessional in my room. If she even looks at him he will blow up on her. Last week, students were working on a hands- on activity modeling Mitosis. I was playing music gently in the background and he went to turn off the speakers. The Para got angry with him for touching the speakers and that was essentially the end of the class. He started screaming expletives both directed towards her and just in general. I tried calming him down, to no avail. Meanwhile, all of the other students were simply observing this show with a sort of humorous attitude. One of Tahmius' friends Natalya said, "come on man, just relaxed you're going to get thrown out." And ultimately, I was at a point where I felt that he needed to be escorted out by security to his dean and administrator. He was creating an environment in which my paraprofessional did not feel safe or comfortable, and the rest of the students were completely distracted and immersed in the confrontation. This incident resulted in a three day out of school suspension for Tahmius. I was really frustrated because prior to the speakers being touched (which I really do not consider to be a big deal, and I had a talk with my Para) Tahmius was working on

his activity. Yes, he was distracted by his cell-phone and was talking with his tablemates, but as far as things go with him, he was doing well and was in the least making an effort to complete the activity. I was also frustrated because I have asked my Para in the past to please not have any contact with this student. For whatever reason, he resents her as an authority figure and the result is never good. I have asked her that should she have any concerns, please pull me aside and I will handle the concern if I deem it appropriate. I obviously do not condone his behavior and the way he spoke to/treated my Para, but I was also equally frustrated with my Para because this issue has been addressed many times in the past, and I thought that I made my stance very clear on how this particular student should be handled.

Time/Activity	7:30-7:40 Introduction/giving directions	7:40-8:10 Individual modeling, but working through mitosis model as a class	8:10-8:24 Small group work reading/answering comprehension questions about activity
Target Student	7	2	4
Comparison Peer	0	0	1

Tahmius is most engaged with the work when it includes modeling, hands-on activities and drawings. He is a very low reader, and therefore any activities that involved reading passages for information or worksheets cause him a great deal of anxiety that he copes with by acting out. However, if he comes into class with a negative disposition, it does not really matter what kind of activity we are doing, he will completely checkout and disengage, usually by being on his cell phone. Sometimes, when I feel that I will be unsuccessful at getting him on task, I allow him to check out and be on his cell phone, because he is not disrupting the other students. However, he often crosses that line where he will blatantly engage in a (loud) conversation with another student, while I am giving directions or an explanation. This is very frustrating and I believe that I am guilty of allowing my frustrations to show. As

Brophy suggests throughout his book, I try to remember the importance of maintaining flexibility with my students, especially a student like Tahmius. When possible I give him the opportunity to take control over his learning and exhibit autonomy. But when his behaviors are completely disruptive, disrespectful and out of control, I resort to feelings of negativity and frustration, and ultimately dismissal of the student from class.

The following are sets of data collected to observe and evaluate specific targeted behaviors that Tahmius displays during class.

Observation 1:

Observer: Kelly Udelsman Target: Student: Tahmius O. Date: 2/9/16

Start Time 7:30 End Time 8:24

Target Behavior: Off task behavior/disruptive behavior

Observational Notes: Tahmius is often disruptive because he comes into class late, and will not quietly settle down. He plays his music, will only turn it off after several requests, and does not listen to directions well. He continues to stay on his phone and not pay attention to directions. The comparison peer is in class on time, sits quietly in his desk awaiting instructions and is not distracted by his cell phone. During the modeling activity, Tahmius overall displayed on task behaviors, working through the model as we did it together as a class, and was only caught distracted by his phone twice, although he would refocus and continue with the activity. During the post-activity analysis questions he became off task and struck up an unrelated conversation with another student. I was able to redirect him for short periods of time, but he would continually revert back to his discussion. He was however able to complete all of the synthesis questions.

Observation 2:

Target Student: Tahmius O. Date: 2/10/16 Observer: Kelly Udelsman Start Time: 7:30-8:00 (intro-group work)

End Time: 8:00- 8:24 (presentations) Target Behavior: Off task behavior/disruptive behavior

# Of Target Behaviors			
Time/Activity	7:30 Introduction/giving directions	7:35-8:00 Small group work (groups of 4) creating a poster	8:00-8:24 Group presentations of poster

Target Student	4	8	Refused to present with group
Comparison Peer	0	0	0

Observational Notes: Tahmius was tardy to class again, and is always disruptive when he comes in late and I am giving directions. Students were working cooperatively in groups of four; each group was making a poster of one of the stages of Mitosis. Tahmius was very off task, and essentially did not participate in the activity. He also got into a dispute with my Para as she was attempting to get him on task. There were other students off task as well, and they grouped together and were having unrelated discussions. I would intervene and attempt to get them back into their groups but they would diffuse away again. At one point Tahmius got angry and walked out of the classroom without permission (7:50), and was gone for roughly ten minutes before security escorted him back (~8:00). He refused to participate in the presentation component.

Observation 3:

Target Student: Tahmius O. Date: 2/11/16

Start Time: 7:30 End Time: 8:24

Target Behavior: Off task behavior/disruptive behaviors

# Of Target Behaviors		
Time/Activity	7:30-7:40 Introduction to Cancer Research Project	7:40-8:24 Class time for students to work on Cancer Research Project
Target Student	3	4
Comparison Peer	0	5

Observational Notes:

Tardiness continues to be a problem, and more so that he is unable to enter class without causing some sort of scene or disruption. However, he was actually engaged in the individual work and worked well to creating his PowerPoint on Breast Cancer. Occasionally his classmates distracted him, but when I told him he could put his headphones in he was actually much more focused. He likes to be able to listen

to his music while he is working, and I think it helps him avoid/ignore extraneous distractions. He made good progress on his project this class period.

Observation 4: Target Student: Tahmius O Date: 2/17/16 Start Time: 7:30 End Time: 8:24 Target Behavior: Off task behaviors/Disruptive/volatile behaviors

# Of Target Behaviors				
Time/Activity	(7:35-7:43) Amoeba Sisters Meiosis Video viewing	Whole class video viewing again (with time paused for answering questions on worksheet)	Independent research on genetically linked diseases	Class discussion about Klinefelter's and Turner's Syndrome
Target Student	5 (off task)	3 (off task/ disruptive)	6 (off task)	0
Comparison Peer	4 (off task)	0	4 (off task)	0

Observational Notes: This was the first day back from a long weekend (President's Day) so the behaviors can always be challenging after a long weekend and a short/irregular school week. Tahmius was on time to class today. I showed a video during which many students were off task (cell phones). I gave them some time to do research on their chrome books on diseases caused by nondisjunction during meiosis, and noticed several off task behaviors as well, not limited to Tahmius. However, during a discussion about two genetic diseases that students tend to be fascinated (horrified) by, students were engaged and asking relevant questions, Tahmius included. Tahmius was in a generally good mood, and did not display any volatile behaviors.

As a result of collecting data over the course of four class periods in a variety of different settings, I have made conclusions about Tahmius' behavior. I noticed is how important it is for him to be on time to class. Tahmius is a student that requires routines and structure; when he arrives before the first bell, he has a chance to come in, catch up with his peers, sit down in his seat, settle down and get in the zone. When he comes in late, he is expected to sit down quietly, and jump right into the activity that has already begun; this is not something that he is currently capable of doing. He feels the need to come in, socialize

and be on his own schedule. I do not think that he means to purposely/intentionally disrupt the lesson, but he simply is going to comply with his own schedule, not that of the classroom. When he is early, he is able to fulfill his social obligations prior to the beginning of class, and gets settled and into the lesson more seamlessly. I have also noticed that Tahmius does not work well in small groups. It is too stimulating, and creates temptation for distraction and off task behavior.

Tahmius also struggles with independent work; I conference regularly with a colleague named Leah, who works in the Reading Center and with Tahmius. Leah is a veteran teacher who helps struggling students. She explained to me that he struggles academically, and that when he feels like he cannot do the work, he completely shuts down. When Tahmius is struggling with independent reading, or research, or writing, he will go to extremes to avoid the task at hand. Sometimes he will simply avoid the task by texting or engaging in some other off task behavior, or he will throw a fit in order to be removed from class, or he will remove himself from class. I was surprised at how engaged he was completing the mitosis modeling activity (observation 1). I believe that this was a successful activity because it was an individual activity, and therefore he was not tempted or distracted by other classmates, but I also lead the activity as a demonstration, in which it was modeled and we did the activity together as a class. This likely relieved some of the anxiety Tahmius would have felt had he tried to attempt this activity without the scaffolding. Providing this scaffolding gave him the confidence to follow along and be engaged with the activity. In addition, Tahmius is most successful when he has an inherent interest in the topic. I was surprised to see Tahmius working well on his cancer research project, and I learned from Leah that he has a personally familial connection to Breast Cancer. He was also fascinated about the effects that Klinefelter's syndrome has on men.

In summary, Tahmius displays the best behaviors when he is settled in class, in the right frame of mind, when he is interested in the subject material, and when he feels supported and confident. He displays least favorable behaviors when he works in groups where he can diffuse the responsibility onto

other group members and is easily distracted and tempted by extraneous stimuli, when he feels incapable, and if he is provoked in a negative way by an adult.

I have designed a plan in order to combat and intervene with Tahmius' behaviors. The primary behavior that I will focus on is Tahmius' constant off-task behavior, because off task behavior leads to disruptive and volatile behaviors. I believe that primarily, if I can produce a plan to combat his tendency to be off-task, then I can combat the secondary but serious concerns of his disruptive and volatile/violent behaviors/tendencies. As I have explained above, the first element of eliciting on task behaviors from Tahmius is his promptness to class. In order to address this concern, I plan to partner with his parents to come up with a reward system. I need to involve his parents on this matter because my class is first period, which means that they need to accept partial responsibility for their son being present to school on time. In addition, our course resources have delved into the importance of maintaining a home-school relationship, and how it can foster more desirable behaviors in school. I would like to call a meeting and discuss with both the parents and Tahmius what they believe would be a reinforcing reward. I would like to hear from the student himself what he would find motivating and reinforcing. This also shows that I am flexible as a teacher, and willing to hear student input/ allow for student autonomy, two strategies that are emphasized throughout Brophy's book, *Teaching Problem Students*. I am confident that if a meaningful reward system is put in place, Tahmius' tardy issues will cease; moreover, my data and observations have led me to conclude that if he is on time and in his seat, he is more likely to be ready for class to begin and be respectful, on task and not disruptive.

The second intervention I need to consider is once I have him settled in class, ready to work, in a positive mindset, how do I keep him there? My data collection indicated to me that Tahmius performs academically and behaviorally at his best when he a) feels supported and capable of performing the task at hand, b) when the task at hand is light on reading and writing and more kinesthetically inclined, and c) when he is at an optimal level of engagement, but not over stimulated and distracted. To address these

concerns, my role as a teacher is to provide more opportunities for kinesthetic learning experiences, or differentiate lessons so that students have a choice of learning style (i.e. reading an article versus building a model to demonstrate understanding). I also understand that I can not simply put a piece of paper in front of him, expect him to read the directions and proceed with the activity. This is another opportunity for me to differentiate for the learners in my class. I can have my Para work with my higher-level students, give them the directions and she can monitor them as they work through the activity. I, on the other hand, can group the students who need a more structured and scaffolded learning environment together (Tahmius included) and work through activities with them in a manner in which they are working independently, but feel supported. In *Teaching Problem Students*, Brophy highlights the importance of structure and scaffolding for students who are easily distracted. These types of students need constant prompting and redirection from the teacher.

Finally, the most challenging part to address is how to make the lessons inherently interesting to Tahmius; in other words, how can I convince him that he should care about Biology? My data and observations have shown that when he is invested and interested in a certain topic, he is more engaged and therefore the unfavorable behaviors are diminished. For this matter of concern I will simply have to do my best during the lesson planning process to find ways to connect our content to real life, and give it a real world application, with perhaps a shock factor to grab students' attention.

Tahmius is an unpredictable student, and even if all of the previous interventions are made, it is likely that his volatile behaviors will erupt at some point, either expectedly or out of the blue. In order to address Tahmius when he is having a volatile episode, I would propose and implement the following strategies. During the student-parent conference addressed above, I would additionally like to address with Tahmius (in the presence of his parents), what are the consequences for aggressive, hostile behaviors. Brophy explains that it is important for the student to "see the relationship between [his behavior] and its consequences" (Brophy, 29). Although I am willing to be flexible in the event of an

outburst, and perhaps give him a chance to “cool off” by taking a quick walk to get a drink, he needs to understand that there are certain limits to that flexibility, and behaviors such as hostile defamatory remarks to my Para will not be tolerated and consequences will be implemented. In addition, according to Brophy, “Another consequence factor, and perhaps the most important, is the degree to which the child is reinforced for aggressive action” (Brophy, 178). I must make sure that the “consequences” are not actually a form of reinforcement. For example, being asked to leave class after an abusive comment is made might actually positively reinforce the behavior, rather than be a consequence as it is in my mind. In working with students who are having an angry and aggressive episode, Brophy suggests that teachers maintain an effective stance by trying to teach the student a different way to exhibit their feelings. This would involve me empathizing with the student, in order to reducing impulsive behavior, and teaching Tahmius how to calm himself using pro-social problem solving and positive interpersonal skills. In addition, I need to remain in an effective stance by modeling favorable, non-aggressive behaviors. As a teacher, Brophy reminds me that I need to detach from the hostile episode, and not take his behaviors personally. I must remember to see Tahmius as a student in need of socialization and assistance with self-control and authority figures, rather than a threat to my classroom authority (Brophy, 255).

Finally, my intervention plan would include a home note system with Tahmius’ parents; this would also be a point of discussion in the student-parent meeting. This would be a way for me to communicate regularly as to how Tahmius’ progress is going in my class. There could also be a discussion about further reinforcement at home for positive home notes, and this could be addressed at the meeting as well.

Beginning the week of February 22nd, 2016, I began to implement the above intervention plan. I started with attempting to contact Tahmius’ parents, and schedule a meeting for them to come in, as well as inviting them to join me at parent teacher conferences next week. I left voice messages and email messages asking his parents to contact me, but as of now I have not received any contact. I was however

able to devise a reward system to encourage Tahmius to be on time for class. Our school offers breakfast to students; usually I do not allow students to eat in class. However, I told Tahmius if he was able to make it to class on time, he could have until 7:35 A.M. to finish his breakfast. In addition, I implemented a new class policy; continuing everyday for the rest of the school year, students will earn a grade per day of three points for being present to class, and in their appropriate seat. If they come to class late without a pass, they will earn a zero out of three for that day. This grade counts towards their classwork category of the grade book. The goal of this implementation is for students to see their grades improve just from simply showing up to class on time, or in contrast, watch their grade decline because of their lack of promptness, hopefully resulting in students making more of an effort to come to class on time. In terms of student engagement, and keeping Tahmius on task, I am relieved that we are entering upon units (DNA, Genetics) that are more interesting, and provide more opportunities for exciting lessons, labs and activities. I collected data over two days of kinesthetic based learning activities. The first activity we did was a laboratory activity where students followed a procedure to extract DNA from a strawberry. The second activity we did was using colored mini-marshmallows, Twizzlers and toothpicks to create a three-dimensional model of the DNA double helix, using the colored mini-marshmallows as the corresponding base pairs.

Observation 1:

Target Student: Tahmius O. Date: 2/23/16

Start Time: 7:30 End Time: 8:24 Target Behavior: Off task behavior/disruptive behaviors

# Of Target Behaviors		
Time/Activity	7:30-7:45 YouTube Video on how to perform DNA extraction from Strawberry, review of the procedure and collection of materials/lab set -up	7:45-8:24 Extraction of DNA, lab clean up
Target Student	1	1

Comparison Peer	0	0
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Observations: Tahmius was a little bit off task (on cell phone) during the YouTube video and me giving directions, but he was very engaged in the laboratory activity. He only struggled with cooperating with the clean up portion of the lab. Essentially, when he was done with the actual activity, he wanted to resort to his usual antics.

Observation 2:

Target Student: Tahmius O. Date: 2/24/16

Observer: Kelly Udelsman Start Time: 7:30 End Time: 8:24

Target Behavior: Off task behavior/disruptive behaviors

# Of Target Behaviors		
Time/Activity	7:30-7:40 Directions, material collection	7:40-8:24 Building of DNA model
Target Student	1	2
Comparison Peer	0	0

Observations: Tahmius still struggles with listening to directions and is often on his cell phone. When it came time for the activity he collected his materials and began to work on building his model. He was a little bit distracted during that activity, the temptation to throw marshmallows across the room was too much for him to handle, but ultimately, he did complete the activity and built his model correctly.

Furthermore, I have reached out to the department head of Special Education to address the concerns that I have with my Para. She can be confrontational, and does not know how to work effectively with a student like Tahmius. He agreed to speak with her about her stance and mannerisms, and I have told her that under no circumstances should she interact with this student. On Tahmius' front, we spoke privately and I assured him that he Para would not have any more contact with him, but that he needs to be equally indifferent and interact only with me. I made it very clear to him that any inappropriate language or conduct with regards to the Para would not be accepted in my classroom, and

that there will be consequences. These consequences would include a loss of privileges (highlighted above), and having to stay after school with me and help me with classroom chores.

The above interventions have changed my practice in the following ways: The implementation of daily point system for being on time, as well as the greater prevalence of interesting, fun and kinesthetic class activities has actually improved my classroom management all around, not just with Tahmius. Students have been coming to class on time, and have been more engaged in classroom activities. In addition, my stance with Tahmius has become more cooperative and positive. Previously, when I would see him in the hallway, I would avoid eye contact/ look away. Now, when I see him in the hallway, I smile and say hello. I feel that he and I have developed a better relationship and understanding. His behaviors are not perfect all the time, but then again, he is an adolescent.

The only issue with strategy implementation I am having is the components involved with the parental involvement. I actually found out that administration had called a parent meeting to discuss concerns, but this was not a meeting that I was invited to, nor did I receive any new/relevant information. It is frustrating that his parents were not willing to comply with my requests to meet, but ultimately, not surprising. I would speculate that the lack of parental involvement throughout Tahmius' academic career is likely a large reason why he is exhibiting the behaviors and troubles that he is. Therefore, I will continue to work and collaborate with my colleagues (Leah Lourie) and administration to address concerns about this student. I have seen success with my other intervention strategies, and although I believe these successes would be more pronounced when coupled with the parental involvement strategies, measurable success is still a positive in this instance. I am working to devise a strategy to combat Tahmius' tendency to be on his cellphone during direction giving portions of lessons.

Confiscating his cellphone would not be an effective way to combat this issue, as it would only result in an outburst. I will continue to work on an effective way to address this issue.

I believe that the most successful strategy, and the one that had a positive effect on not only Tahmius, but my entire class was the implementation of more kinesthetically based classroom activities. I saw a great difference in not only the reduction of behavioral concerns, but also a positive swing in student engagement and rigor. My personal attitude has also change as a result of the intervention, and I have learned how to remain more positive and patient. I had an administrator in my room last week, and she noted that I have really improved my classroom management by showing firmness, but also being supportive. She noted that I seemed to have developed a better sense of that balance, and that the students were responding positively and appropriately. The only part of my intervention that was not successful was the goal of having Tahmius' parent's take more responsibility and become more involved in their child's learning. I know that on an administration level there is contact, but the progress of those interactions are not shared with me, and I am not able to sustain contact with his parents.

Work Cited

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