

Application Activity Module 5

Trent was in my English 3 class (11th grade). This class was also a class within a class; it was very loud it met at the end of the school day, and there were a lot of people. Trent was on medication for ADHD. You wouldn't even know that until there was a day when he didn't take his medication. Trent would have meltdowns in my class when I would pass out progress reports. He consistently had a low B high C+ in my class and he would always have two or more missing assignments. He would get very agitated and yell across the room for answers. My rule was that they had to wait until I passed out all of the papers to ask questions so that everyone got their paper back quickly. I would ask Trent to wait. But instead of waiting patiently or quietly he would mumble loud enough to be heard, about how unorganized I was and how it was impossible to get a good grade. It was very disrespectful. I would continue to ask him to stop and he would eventually start throwing papers. If I wouldn't let him go to his coach he would start crying. And when I end up sending him to the office he would have a crying meltdown. This happened a couple times a grading term. The office would tell me just to send him to Coach, but I felt that was an escape and Trent wouldn't learn anything that way. After these events Trent would come in after school to apologize. We would work through his questions and he would get his one on one time.

I wanted to have a better way to talk with him; a plan that we could follow that would not lead to being sent out of class. On page 349 in the Larrivee Text there are steps for Individual Problem-Solving Conferences. I think these steps would have led to a better discussion about what occurred and how we can change it. The first step would be to DESCRIBE the problem. "The teacher uses a pattern of asserting and soliciting to get the student to accept ownership of the problem." I would at this time describe what the problem is, engage Trent in this discussion to make him see what he has done that is a problem for me, using language that is not accusing but explaining. For example, "When you yell out in class and when you mumble under your breath are disrespectful behaviors and they disrupt the class. I remind you to wait patiently but you just get more upset." He would most likely answer back with why he thinks it is ok. And we can go back and forth until he sees why his behavior is disruptive.

Step two is BRAINSTORM SOLUTIONS. In this step the two of us come up with other ways for him to be upset but not disrupt the class. Maybe he can make a list of questions that are bugging him so we can discuss them. Maybe he can step out quietly and get a drink.

Step three is EVALUATE solutions with the student. Maybe one will work better for him.

Step four is SELECTION. Trent can pick the solution that will work best for him.

Step five is TRY OUT the solution

Step six is EVALUATE AND DECIDE. I would like to not have this disruption happen again but if it does and he follows the selected plan he and I can take a few minutes to decide how well it worked, are we going to keep it, or do we need another plan?

I like this plan for any persistent plan. Students with more severe disabilities might keep us as steps five and six. Like the Lavoie video, we will have to celebrate each step toward the goal and continue to evaluate the progress.