Classroom Management and AT (Assistive Technology)

“The concept of discipline, with its emphasis on dealing with inevitable misbehavior among students, has been replace by a more comprehensive body of knowledge on how to increase students’ achievements by creating classroom communities in which students’ personal and academic needs are met” (Jones and Jones pg. 4) If a child is acting out because his/her needs are not being met academically assistive technology may be able to help. In order to apply Classroom management to Assistive Technology a couple of steps need to be taken.

1. A behavior will need to be implemented to encourage them to use the Assistive Technology provided for them. This will encourage success and use of the equipment.

2. The class will need a classroom wide incentive program, so they are encourage as well and don’t feel left out.

THE THREE CHILDREN CASE STUDY BEHAVIOR PLAN:

According to figure 10.10 Social Skills Independent Practice Sheet (Jones and Jones pg 392) this form can be used for all three students. I will be using this form to encourage use of the web site [www.getreadytoread.com](http://www.getreadytoread.com) this will be a positive intrinsic motivation, which they can monitor mostly by themselves. It can be placed at the teacher’s desk. Modification may need to be made based on a student’s individual needs and it can continue to be changed based on need.

THE CONTRACT:

Student: C – R - B Date: July 10, 2009

Assignment: Finish one activity on [www.getreadytoread.com](http://www.getreadytoread.com)

Steps: 1. Tell myself I can do this

 2. Start the programs

 3. Ask for help if I need it (ask using my manners)

 4. Finish and turn computer off

How did I do? (The student will color one in depending on if they completed the assignment or not.)

Why did I circle this? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Yeah I did it!!! I earned 10 minutes of free time on the computers. I am so proud of myself and my teacher is proud of me!

Teacher and Student Signatures:

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This particular contract can be used with each student and can be used to encourage used of all the AT devices available to them. The assignment portion of the contract can altered to whatever task is important. I chose to use a smile face and a frown face due to the fact either the assignment was completed (happy) or not completed (frown). The punishment for not completing will not be to do another drill because I want them to like the web site and not despise it. There is not an in-between in this particular assignment. A happy face results in free time on the computer (reward) and a frown results in no free time on the computer (consequence). The contract will be discussed with parent prior to use and when the contract is completed on a daily basis and then increments will increase. The contract will be sent home with any teacher comments made necessary dependent on progress student is making. Each child would have their own contract. I think this would hold the student accountable due the fact they need to decide if they were successful or not. It will aide in the decision making process and keep them on task during their computer work. The contract will be reviewed with the student so they understand what is expected of them and how it will be used. This will be discussed at the in-service and how to implement the above program.

Social reinforcement is very important in a class so students will understand what positive behavior is and what negative behavior is. “Social reinforcement refers to behaviors of other people that tend to increase the frequency with which a student emits a behavior. Social reinforcement can be used either as a spontaneous teaching strategy for influencing students’ behavior or as a reinforcement in a contract” (Jones and Jones pg 399). I will be using social reinforcement spontaneously with the boys and the rest of class. I think too many contracts would be overwhelming for me and them. I will praise positive behavior and ignore bad behavior unless there is the chance someone will get hurt. I will intervene at that time. “When using social reinforcement, be especially careful to reinforce specific behaviors.” (Jones and Jones pg 400) Example I will not say, “Good job C” instead I will say, “Great job completely www.getreadytoread.com C.” I will be very specific on all my reinforcements with the entire class.

I chose the economic stimulation (High Structure) (CHAMPS pg 360) for my classroom management system. The Champs book recommends grades 2-8, however I think it would be very useful in my preschool classroom. Preschoolers need high structure and predictability in a classroom. I think this program will be visual and concrete for preschoolers. There will be modifications made to the economic stimulation plan from the book because some of it will be too complicated for preschoolers. If the plan is too complicated it will be work and harder to use than it is worth. This particular program will be excellent for the entire classroom, but also for the three particular students. First of all, for every completed individual contract (see above) completed the student can receive a dollar. The rewards will increase after the first couple of days the three students can receive a dollar for each completed contract and then it will increase and they will receive a dollar for each two completed contracts and it will keep increasing.

THE CLASSROOM CONTRACT RULES:

1. Each student will start the week with $20.00. A classroom bank will be available. It will not be posted publicly due to children being able to move the money or public humiliation. The bank will be located at my desk and can be viewed at free will during free play time.

2. How do I earn money?

a. Caught being good or aka as a random act of kindness. Peers and teachers can randomly catch a student being helpful or kind. This will earn $1.00

b. The three students in the case study can earn $1.00 for each completed individual contract. The first two weeks the three students will earn a $1.00 for each contract completed. The next two weeks the three students will need to complete 2 individual contracts for a $1.00. The remainder of the school year the three students will need to complete 4 individual contracts to receive a dollar. If regression has occurred we will start back to the one contract = $1.00.

c. The entire class can earn money by sitting quietly at calendar/carpet time. Getting coats off and shoes on and getting ready to start our day. These acts will earn a dollar.

3. How do I lose money?

 a. Hitting, biting, kicking, etc loses $5 because it is an extreme behavior.

b. The three boys using the AT will lose a $1.00 if they don’t finish the computer programs; use their pencils grips or keyboards appropriately and efficiently.

c. At school we have lunch and a snack and the students will be charged $2.00 for lunch and $1.00 snack

d. If a student is acting inappropriately, teacher discretion.

Example: C student from 3 student case study (4 day school week)

Monday – Start with $20.00

 Finished AT according to individual contract +$1.00

 Prepared for school and got ready for day +$1.00

 Lunch -$2.00

 Snack -$1.00

Total Monday +$19.00

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Tuesday Start +$19.00

 Didn’t finish AT - $1.00

 Lunch -$2.00

 Snack -$1.00

 Prepared for school appropriately +$1.00

 Caught being good slip (helped a friend) +$1.00

Total Tuesday +$17.00

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Wednesday Start +$17.00

 Completed AT assignments +$1.00

 Lunch -$2.00

 Snack -$1.00

Wednesday Total +$15.00

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Thursday Start +$15.00

 Didn’t complete AT -$1.00

 Hit Tony on playground on rt. Arm -$5.00

 Lunch -$2.00

 Snack -$1.00

 Prepared for school inappropriately, threw

Shoes at Sara in the hallway -$1.00

Thursday Total +$5.00

Thursday was not a good day for C – he pulled thru with $5.00.

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Items that can be purchased are in $5.00 and $1.00 increments. Students may choose to carry money over from week to week in order to buy something that costs more money. There will be a class store and every Thursday can purchase items from the class store according to how much money they have. This is where the math lessons will be incorporated. Each week despite how much in the hole a student is will start with $20.00. This will give a clean and positive start to each week of school.

Teacher/Student Relationships

Creating an environment in which a student feels comfortable with his/her surroundings and learning environment is the first priority of a teacher. “The relationship between a teacher and a student is when it has (1) openness or Transparency, so each is able to risk directness and honesty with the other; (2)Caring , when each know that he is valued by the other; (3) Interdependence (as opposed to dependency) of one on the other; (4)Separateness, to allow each to grow and to develop his uniqueness, creativity, and individuality; (5) Mutual Needs Meeting, so that neither’s needs are met at the expense of the other’s needs. (p.24)” (Jones pg 63)

With implementing positive student/teacher relationships and individual and whole classroom contracts the three case study students along with the entire classroom should have a very successful year. The students are encouraged every step of the way and the positive intentions are stated at the beginning to the parents and students in that their successes are the number one concern. Students achieving their goals and being able to compete with peers and continue on to the next grade level is the biggest success of them all. The implementation of the plan may be tedious at first, but once established it will be smooth sailing. The growth of the students can be charted and followed. The following year’s teachers can be informed on the successes of classroom management used to encourage the use of Assistive Technology. This project has opened my eyes to the use of Assistive Technology and how to positively encourage the use of it with the classroom management techniques discussed above.

Resources:

Jones, V. F., & Jones, L. S. (2006).*Comprehensive classroom management, Creating communities of support and solving problems* (8th ed.). Boston: Pearson/Allyn Bacon.

Sprick, R., Garrison, M., & Howard, L. (1998).*CHAMPs: A proactive and positive approach to classroom management.* Longmont, CO: Sopris West.