Reflective Behavior Management Scenarios

1.) Respond to these 5 scenarios addressing the questions as laid out below.
2.) Repeat responses at the end of the class, addressing the same information.
3.) Write a reflective piece discussing how your responses had changed

Students will be given 5 case scenarios or situations and will be required to write what they would do to handle the situation or address each situation/scenario. Each response should be at least ½ a page. Answers should discuss techniques, strategies, and reactions (emotional, cognitive, physical, etc.). Students should also address questions that come to mind – questions they want to ask based on the situation/scenario or questions that they would like to find out more information about. This will be due within the first week of class. Towards the end of the class, students will be asked to revisit the scenarios and again write at least ½ a page response on each scenario discussing techniques, strategies, questions, and reactions. Students will also submit a 1-2 page reflective statement discussing how their strategies, interventions, reactions, and thoughts have changed – through class discussions, reading materials, etc.

Scenarios

1.) Doug* is a fifth grade student. He is of average size and height for his grade. Doug receives special education services under certification as emotionally impaired. Doug has a variety of behaviors that he exhibits throughout the day on a daily basis. He typically has a lot of energy and spends time each time going to the RTC room at school – Responsible Thinking Classroom. On one particular day, Doug in his general education class and he is repeatedly getting out of his seat. His teacher (whom you will respond as – either as yourself or critiquing his/her “interventions) has repeatedly instructed him to remain seated, but every 3 to 5 minutes Doug either makes an attempt to get up and sharpen his pencil, get a drink, or squirm about in his chair.

2.) At your school, teachers must rotate once every other week with playground duty, which involves being out on the playground during lunch time and helping to monitor the activities of students on the playground. One day on your shift right before the bell is to ring to signal the end of lunch recess, a student from your class comes up to and tells you that Jon* (another student from your class) is standing over in the corner and has been throwing rocks, at both the building and in the general direction of other students. As you walk over to where Jon is you, you see that he now has a big rock in his hand. You first ask Jon to put down the rock and he refuses to comply – stating “you can’t make me.”

3.) Sixth period, the last period of the day, has just started when Kim* walks into your classroom and slams her books onto her desk. Kim is a student who is usually moody, but in general has not caused many problems (or disturbances in your classroom, although you have heard of her being disrespectful to other teachers). You can’t help but think that first she comes late and then interrupts your review of yesterday’s material with the slamming of the books. You continue your lesson, but hear heavy sighs coming from Kim. A few moments later, you clearly hear an obscenity
4.) It is your third period 7th grade math class. You have just finished the lesson and your students are working either in pairs or alone – their choice. You notice that Heather* is working alone, again. She seems to work for a moment, then daydream out the window, and then return working again. You reflect that Heather’s face often looks emotionless or blank and you can’t remember if you have ever seen her smile since school started. However, you have seen her cry before during tests and also at times during individual or partner seatwork. Other teachers have remarked on seeing similar behavior but to a lesser extent than in your classroom.

5.) Throughout class you notice that Chris* and Keith* are glaring at each other and making some snide comments, when they are within ear-shot of each other. As your class begins to exit the room, Chris and Keith end up next to each other. Keith shoves Chris, which results in Chris turning around and throwing a punch. Chris has caused many previous problems in your class all year – particularly with the other children. He usually responds fairly well to you, but has had previous displays of aggressive behavior. Keith has previous not caused any problems for you and typically is a very well-behaved young boy, just with a little more energy than others.